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ABSTRACT

Ten papers, the fifth part of the conference on the applications of foreign languages and international studies to business, examine programs in business French. The following papers are included: "Branching Out: Career French at Bowling Green" (Michael D. Locey); "Toward a More Professional Foreign Language Curriculum: Needs, Programs, Problems" (Biruta Cap), "Teaching Multilevels for Maximum Enrollments in Commercial French within a Small Department" (Robert A. Kreiter), "When Uncle Sam Speaks French, Who Listens?: A Rationale for Broadening the Perspectives of Business French Courses" (J. Sanford Dugan), "Business French After Six Years: A Success Story" (Brigitte Muller), "Communicating with the Purveyors of 'Haute Couture': French for Fashion Design and Merchandising" (Beverly Branch), "Practicalities and Evaluation: A Course in Business French" (Carol S. Fuller), "A Two-Tiered Approach to the Teaching of Business French" (James G. Beaudry), "Courses in Translating and Interpreting Techniques as a Complement to Programs in Foreign Languages for Business" (Paul A. Gaeng), and "The C.C.I.P. Advanced Diploma in Business French: Pedagogy" (Brigitte Muller). (MSE)

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PROCEEDINGS OF THE 1983 EMU CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS

(April 7-9, 1983)

PART V: BUSINESS FRENCH

Prepared

and

With an Introduction

by

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INTRODUCTION

The 1983 Eastern Michigan University Conference on Foreign Languages for Business, held on the EMU campus in Ypsilanti, attracted approximately 300 people from all 50 states of the USA and several foreign countries. There were over 70 presentations by speakers coming from 35 states and several foreign countries. This gathering was, to my knowledge, the first time that so many foreign language educators and other interested individuals had met to exchange ideas and experiences related to language and cultural studies applied to business. It was our primary effort, as members of the Department of Foreign Languages and Bilingual Studies at EMU, to reach out to the profession, sharing our expertise and facilitating the dissemination of information nationwide on this new direction in foreign language and international education. We are proud to be a part of what we believe is both a significant educational revitalization and a development crucially important to our nation's future.

The papers in this volume are varied and unequal in length and quality. They do share, however, one vital thing in common: they represent the attempt of professionals to come to grips with the problems of creating a new academic specialization and of integrating these innovations into the time-honored traditional curriculum in foreign languages at our institutions of higher education, which have focused almost exclusively in the past on languages and literatures. Much thinking remains to be done, but one thing seems fairly clear now: the struggle between the new and the old will be resolved very differently

at different institutions, depending on the mission of each school. Some colleges and universities will not develop any courses in this new area of specialization, while at others the traditional literature and advanced linguistics courses will be sacrificed entirely in favor of language studies applied to business and the professions. Between these two extremes will lie a full panorama of different proportions in the integration of the new and the traditional. In this diversity among our educational institutions there lies great strength. It is my opinion that there is a great need for both types of language studies. I see a great need for institutions specializing in the traditional areas of academic scholarship as well as for those focusing on the new applications for language and cultural expertise.

Personally I do not acknowledge any necessary incompatibility between traditional literary investigation, for example, and the study of the language of business and commercial practices in foreign cultures. Both of these concentrations seem to be complementary aspects of a larger whole, the interest in the diverse cultures and peoples which make up this increasingly small world. Both specializations can serve to increase intercultural understanding, sensitivity and cooperation. Both can help us live more peacefully with our world neighbors, in our increasingly complex and interdependent global economy.

I am very grateful to the National Institute of Education (U.S. Department of Education) for maintaining the Educational Resources Information Center. My special thanks to Dr. John Clark, Director of

Foreign Languages at the Center of Applied Linguistics, and to John Brosseau, Acquisitions Coordinator for the ERIC Clearinghouse on Languages and Linguistics, for helping make it possible for the papers from this conference to be available to a broader audience.

To all who read these words, may you find something of interest and value in these pages.

Geoffrey M. Voght
January 12, 1984

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BRANCHING OUT: CAREER FRENCH AT BOWLING GREEN

by

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BRANCHING OUT: CAREER FRENCH AT BOWLING GREEN

When called upon to justify ourselves and our profession, we language teachers have traditionally cited the intellectual rewards born of new modes of expression and exposure to unknown cultural phenomena, plus the aesthetic joy of savoring the full import of a well-turned phrase in its original form. This is a message which could be summarized using Saint-Exupéry's phrase, "C'est vraiment pratique puisque c'est beau." However, recent events which have shrunk the world have also forced us to acknowledge that use of foreign languages will be an ever-increasing part of the life of future generations. Students sense this and are more and more seeking a visible rapport between clasroom and career.

In 1974, the French staff at Bowling Green State University initiated a new course emphasizing business correspondence. The somewhat glorious title of "Career French" was intended to be not so much descriptive of its content as evocative of potential applications for foreign-language skills, and of rewards more materially satisfying than those spiritual pleasures which inherently attend the mastery of French. It was, and remains, a statement of our advocacy for French studies in view of hard times for liberal arts graduates.

In the intervening years, it has been one of our most popular courses, and the number of our graduates now employed with French firms or American firms in French-speaking capacities makes us think it has been useful as well. As its popularity

has grown so has the subject matter: originally offered as three credits under the quarter system, it was later increased to four, then expanded into two seperate courses. When Bowling Green recently converted back to semesters, we were left with a full academic-year sequence in commercial and economic content within the framework of the French major and minor.

The purpose of this report is to present a description of these two courses and their materials.

Although Career French I has been offered nine times, Career French II was only introduced in 1982. Neither has yet been completed under the semester calendar, although a section of Career French I is now under way. The new semester format meant a small increase in the number of class hours and a fifty per cent increase in lapse time. Therefore, the description that follows is slightly idealized, based principally on experience but reflecting a number of hoped-for additions to the curriculum as well.

Career French I has from the beginning used the two-volume Larousse Français commercial.[1] Although this text has been in print for many years, it still has the advantages of being thorough without unnecessary complexity, of being geared to the language learner in its explanations and in its suggested activities, and of having a good index which allows it to be kept as a useful reference tool. The second volume (Textes d'etude) is convenient, since it is coordinated with volune 1 (Manuel). However, some may find it dated and wish to supplement, or even replace it altogether, with readings taken from recent French newspapers and magazines, as we do. (Until

recently, the Larousse text also enjoyed the clear advantage of being the only Commercial French textbook available. In the last year, two American textbooks have been published.[2] Although quite different in format, both look very promising for use in the classroom. Furthermore, their appearance is of great symbolic importance to our profession.)

The syllabus of Career French I follows the order of presentation of the manuel. There are two hour exams and a final, translations, business letters, case studies, and two to three oral presentations per student. Topics for the latter include such things as a publicity spot or dialoques between salesman and buyer, union representative and manager, and so on. We all know how useful role playing can be in beginning language courses; it doesn't need to stop there.[3]

The course of study in Career French II is a blending of topics which might also be treated in courses on economic geography and French civilization. The course description promises "An advanced study of the economic and administrative structures in France and francophone areas." The principal text is Marcel Baleste's Economie française.[4] Not all chapters are used, and some topics need to be expanded upon by lectures and "gleaned" passages. Yet, it is an excellent example of clear expository French supported by a reasonable number of very readable charts and graphs. It is, moreover, re-edited about every four years, so the documentation remains up to date.[5]

The syllabus begins with a brief historical survey of France's economy, including some mention of colonialism, in view of studying the francophone countries later. This historical review concludes

with a presentation of major post-war developments--"le plan," regionalism, "aménagement du territoire." The next units are Agriculture, Industry, Energy, Commerce, and "France in the world." The latter has several topics: the Common Market, foreign trade , and an inventory of some of the most important French products.[6]

This leaves about four weeks for the francophone segment, which consists of a unit on Québec[7] and another on as many other French-speaking countries as time allows, focusing on West Africa.[8]

The method of study for the African countries is a seminar approach, with each student presenting a different country to the class. At the first class meeting of the term, each student draws the names of two countries out of a hat. The first written assignment is then to write a letter to each of the respective embassies or information offices requesting information on that nation's economy. Depending on the responses, and the availability of other resource material, the student then choses one of the two as the subject of the presentation, to be submitted in writing as well as orally.

Other assignments include a mid-term and a final exam, frequent short translations, resumes of outside reading assignments, and a case study of an individual company or a particular industry.

According to the possibilities of one's institution, I strongly advise one or two guest speakers from other departments, such as a geographer, economist, or historian, who specialize in France, Québec, or Africa. Although they may lose an hour of speaking French, the students gain from exposure to a different

perspective. Such guest lectures also have a definite human relations value, for they reinforce the notion of French studies as an integral part of the "real" world. Such reinforcement is, of course, encouraging for the student, but it may also be informative for the visiting faculty member, many of whom seem to tend to forget we're there.

As far as grading is concerned, students should know that they will be evaluated equally on their mastery of the language and of the content. In reality, of course, it is only possible to separate those two concepts up to a point, since meaning results from the fusion of language and thought, but the point is worth noting beacuse it brings us back to the essential question of the appropriateness of these courses.

Foreign language teaching, we are wont to say, is part of the liberal arts tradition, in which we are engaged in educating as opposed to merely training. The "tete bien faite" is our goal, not the "tete bien pleine." And yet, we must admit that the two are not mutually exclusive, indeed, that they are mutually advantageous, and that we yearn for nothing more than a "tete aussi pleine que possible." Moreover, there is no subject which cannot be made to exercise those thoughtful processes of research, analysis, synthesis, and persuasion which are the venerated attributes of the humane letters. Therefore, if it is true that both intelligent thought and language acquisition can occur regardless of the subject matter--indeed, cannot occur in its absence--then all topics are appropriate at least to some extent, and those are best which best illuminate the social and cultural matrix of those civilizations of which that language is an expression.

The greatness of a people can be glimpsed in a book like Madame Bovary or a building like Notre Dame de Chartres, but no less so in a book like the Guide Michelin or a figure like the per capita expenditure for foreign aid. Pedagogically, lively classroom discussion is just as possible over the question of Sud-Aviation and the arms race as over Rodrigue and his personal arms race. Therefore, to our students and to our sceptical colleagues alike who ask if it is worthwhile studying Commercial French, I say, "C'est vraiment beau puisque c'est pratique."

Michael Locey
Bowling Green State University

Notes

1. Gaston Mauger and Jacqueline Charon, Le Français commercial, I: manuel (Paris: Larousse, 1958);Maurice Bruézière and Jacqueline Charon, Le Français connercial, II: textes d'étude (Paris: Larousse, 1967).

2. Mustapha K. Bénouis, Le Français économique et commercial, (New York: Harcourt Brace Jovanovich, 1982); Patricia W. Cummins, Commercial French (Englewood Cliffs: Prentice-Hall, 1982).

3. The Cummins text, which also comes with a teacher's manual, is particularly good for suggested classroom activities.

4. Marcel Baleste, L'Economie française, 5th ed. (Paris: Masson, 1980).

5. Another possibility, suitable for particularly advanced students, would be R. Froment and S. Lerat, La France, 2 vols. (Montreuil: Bréal, 1977). It would be expensive for a classroom text, but it is more extensive than Baleste. In any case, it makes a good instructor's reference and source for supplemental reading assignments.

6. Certain parts of the following titles in the "Que sais-je?" series are very useful for this section: Louis Dollot, La France dans le monde actuel (Paris: Presses Universitaires de France, 1975; Jean Fourastie, L'Economie française dans le monde des années 1980, (Paris: Presses Universitaires de France, 1980).

7. Required text: Pierre George, Le Québec (Paris: Presses Universitaires de France, 1977).

8. Required text: Hubert Deschamps, Les Institutions politiques de l'Afrique noire (Paris: Presses Universitaires de France, 1976).

TOWARD A MORE PROFESSIONAL FOREIGN LANGUAGE CURRICULUM: NEEDS, PROGRAMS, PROBLEMS

by

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Toward a More Professional Foreign Language Curriculum: Needs, Programs, Problems

The foreign language profession knows one of its staunchest supporters: Representative (Ill.) Paul Simon. However, he does not merely defend foreign language studies--he advocates more practical foreign language curricula than those existing currently in U.S. schools.[1] Specifically, Rep. Simon would like to see training in foreign languages to prepare students for careers in business, government and research.

The foreign language faculty at Allentown College decided several years ago to pursue similar goals and has adjusted its curriculum accordingly.

It has been my own observation that Americans have occasion to use foreign language skills professionally in the following areas:

1. Tourism. Airlines and hotels need employees who possess oral comprehension and speaking skills in foreign languages.

2. Businesses that have international operations or markets. Skills needed are

   a. technical writing for manuals and labeling;
   b. reading and writing for correspondence and translating documents;
   c. listening and speaking for telephone communication and interpreting at conferences.

3. Numerous agencies of the federal government. Skills depend

on the job.

4. Scientific research. Skills needed are chiefly reading; to a lesser degree oral comprehension and speaking.

Employees of the tourist industry are multilingual nearly everywhere else in the world. They are required to be able to communicate orally on at least a practical level with foreigners in the major languages. Their American counterparts, on the other hand, only exceptionall know another language. Most multilingual employees in the U.S. are of foreign birth and training. It is time our transportation and hotel industry started taking account of the fact that not all travelers in the U.S. are native Americans, and adopted a more welcoming attitude toward foreign visitors by hiring personnel with some knowledge of another language. While tourism is not a large part of our G.N.P., more foreign tourists visit the U.S. than any other country. A change in personnel hiring policy might foster business in this area even more. Furthermore, the U.S. travel industry could be vastly expanded in foreign markets. Little advertising of U.S. tourism takes place abroad, save by foreign companies, such as Air France.

However, it is in other areas of business and industry that the most acute need for personnel competent in foreign languages exists. Now that American companies commonly have to negotiate with foreign businesses, they are seriously handicapped by exclusively monolingual personnel. Each company which at least occasionally expects to have negotiations with foreign businesses should have among its personnel individuals competent to answer telephone calls as well as to translate and write letters in the languages of the countries in which the company

has business. For instance, in the Lehigh Valley in Pennsulvania there are companies doing business in Germany, France, Belgium and South America. Whereas some of the major concerns already employ bilingual secretaries, I receive calls for occasional translations of business letters and for interpreting at business conferences. There are also several translating agencies in the area. Their services cost about $250 per day for interpreting and $125 for translating. In a recent issue of the ADFL Bulletin,[2] Orrin Frink, Chairman of the Department of Foreign Languages at Iowa State University, advocates a more professional attitude by all foreign language faculty when solicited for business translations and interpreting: to refuse to perform these services free of charge and to quote the rates suggested by the American Translator's Association--$55 for 1000 words of translating into English, $200-500 for English to a foreign language. Such a stance by the profession should indeed help create respect for our discipline.

The fact that about thirty agencies of the U.S. government need personnel with competence in virtually any language spoken in the world is well known; however, government jobs are often staffed with underqualified personnel, or standards are set too low. We all recall several well-publicized events which have proved very embarrassing to the U.S. because of the inadequate skills of the personnel employed. Although for very sensitive CIA jobs a 4+ to 5 rating on the FSI Oral Proficiency Scale is required--i.e. native or very nearly native speaking ability, for embassy staffs only a 2 rating is required (advanced).[3] However, there are encouraging signs: only this year the State Department has approved on an experimental basis to require an oral proficiency rating

of 3 (superior) for the U.S. ambassadorial staffs in Sierra Leone and Uruguay.

Lastly, it is constantly being argued that our scientists need no longer know foreign languages because findings by foreign scientists are translated into English and that international conferences are conducted in English. However, American scientists can afford the luxury of linguistic complacency only as long as the rest of the world is willing to share advanced knowledge with the U.S. Conceivably some of the nations in the forefront of science and technology or any other human endeavor of interest to us--the U.S.S.R., France or Japan, for example--may want to keep such knowledge for themselves for nationalistic motives. In such cases, the U.S. may have to be content in obtaining vital information with a time lag, at best. The delay between a discovery and its English translation may be crucial to maintaining U.S. leadership in science, technology and industry.

There is another way in which English as the first world language actually works against American interests. Since students everywhere in the world study English and American culture, they are ready to learn anything noteworthy and worthwhile that happens in the U.S., whereas the opposite is not true. Very few Americans study any foreign language at all. Only 20% of American youth study foreign languages in high school and fewer do so in college. Only an infinitessimal number study languages which might be considered 'critical' to U.S. science, economy or politics. For example, during the fifties and sixties the Japanese were quietly perfecting Western European automotive technology to enter the world competition for car sales. When reliable, inexpensive and

economical-to-operate Japanese automobiles started to flood the U.S. market in the early to mid-seventies, incredulous Detroit auto-makers still insisted that the American consumer would always prefer the oversized gas-guzzlers that had not been substantially improved and had remained the same for the previous twenty years except for faddish styling changes. Now Germans are sending CARE packages to Detroit![4]

Indeed, it is American students of science, engineering and business more than any other group who should have a language requirement--through the third-year level.

Whether American are willing to admit it yet or not,[5] professionals competent in foreign languages are needed in the areas mentioned above. Most of these jobs require competence in more than one of the four basic skills. The basic skills of oral comprehension, speaking, reading and writing are currently taught, with varying emphasis, in American schools. However, specific skills are also needed for the basic skills to be truly useful in a professional capacity. These are:

1. Specialized vocabulary and specific structures of business, administrative and scientific language;

2. Background knowledge about foreign institutions; and

3. Training in translating and interpreting.

At Allentown College a course in French at the advanced level has been designed precisely to provide foreign language training of a professionally applicable nature. It is a course parellel to the standard Advanced French (Conversation and Composition), and is offered in alternate years. This two-semester course aims to teach the student how to handle business correspondence and telephone communications in

French, provides the basic vocabulary and structures for business, industry, science and administration, and offers extensive practice in translation as well as some in interpreting.

At Allentown College, the foreign language is not considered a major per se, but an adjunct skill designed to enhance other professional training. At this liberal arts college with a pre-professional orientation, foreign language students are encouraged to have two majors. The most common combinations currently are foreign languages-politics and foreign languages-business. The Allentown foreign language graduate has received skills applicable in his/her field. The French-politics major will have a familiarity not only with his government, but with the government of France and those of other francophone areas, some of the specific vocabulary used in this field, be able to communicate by letter and telephone in a professional way, and be able to facilitate communication between the two language groups.

While a foreign language curriculum with a professional--rather than a belletristic or high culture orientation--may be a viable model for the future, at the present, its implementation presents problems.

The principal and most unsurmountable obstacle is the faculty. Nearly all foreign language faculty at all levels have almost exclusively literary training and only a general knowledge of the civilization of their linguistic area, usually with its humanistic or possibly anthropological content. Most of the civilization courses offered at the undergraduate level in the U.S. do not deal with the areas of physical and economic geography and government. Consequently, present foreign language faculty for the most part are not trained to teach what they

have not studied. Retraining is a possible solution, but a positive attitude toward making such a change must be an underlying condition. Unless threatened by extinction, present foreign language faculty may not be willing to retrain. Even if current faculty did strive to become more broadly informed about the life and activities of the country whose language they teach, few, if any formal courses beyond literary studies exist in our foreign language curricula at any level. The content of culture courses should be expanded to include the development of social and political institutions, the state of education, science, technology, industry and business in general. Graduate schools do not even begin to teach this subject matter. Theirs is a curriculum grounded in 19th century German university tradition, destined to produce specialists who will pursue research and publish in their area of specialization, i.e. in an author, a work, a limited period or a genre.

The second problem facing implementation of a professionally oriented foreign language curriculum is the scarcity of suitable materials for a course such as the one described above. For teaching business French, until recently there have been a number of French texts designed for French secondary schools, and also a slim British publication, French in the Office/Le Français au bureau.[6] Now there are also American textbooks, such as the ones by Cummings and Benouis. In my course on scientific and technological French, I had to use a French publication, Le Français scientifique et technique (Hachette). However, it is really not adapted to American needs and is difficult to use effectively, as is Le Français des hommes d'affaires (Hachette) which has accompanying tapes. As imaginative and professional as the latter may be, it is really not suitable to the average undergraduate because it presupposes

considerable knowledge of business and experience in the business world. It could be used for intensive courses preparing Americans for business trips abroad after they have received thorough language training and have attained a high level of competence. To acquaint my students with economic, scientific, technological and cultural developments in Canada, I used a French-Canadian newsletter, Hebdo, on a regular basis. These weekly readings provided the material for oral reports and other exercises I designed. More professionally-oriented texts will no doubt become available if and when foreign language curricula in American schools become modified to reflect a shift from a purely humanistic conception of the discipline toward a more professionally oriented one.

Such a shift in emphasis may not only answer Rep. Paul Simon's plea, but give a greater advantage in the job market to those of our graduates who in addition to some professional training also possess solid language skills in their discipline.

Allentown College

Biruta Cap

Notes

[1] Paul Simon, The Tongue-Tied American (New York: Continuum, 1980).

[2] Orrin Frink, "A New Relevancy For Foreign Languages in the Curriculum," ADFL Bulletin 14:2 (Nov. 1982), 10.

[3] The FSI scale has now been modified by the Educational Testing Service for use by schools, with subcategories for the lower ratings. ETS also conducts workshops at Princeton and elsewhere to acquaint teachers with the techniques of oral testing and the evaluation of performance.

[4] ABC and CBS World News, Feb. 10 & 11, 1983.

[5] At the Feb. 1/-18, 1983 ETS Workshop in Princeton of Oral Proficiency Testing, participants indicated that they would like to have "clearer signals" from business and industry about skills desirable. American business being generally quite traditional, it can hardly be expected that any initiative will come from that sector.

[6] M. M. Lentz, Hilde W. Watson and S. McGuinn, French in the office/ Le Français au bureau (London: Longman Group Limited, 1979).

TEACHING MULTILEVELS FOR MAXIMUM ENROLLMENTS IN COMMERCIAL FRENCH WITHIN A SMALL DEPARTMENT

by

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Teaching Multilevels for Maximum Enrollments in Commercial French Within a Small Department

There is a demonstrable need for persons trained in a variety of fields who are able in addition to work in French in commercial situations. It is possible to serve this need, to provide students with more saleable skills, without reducing their general preparation in a humanities based French major, and without increasing staff or the teaching load. Commercial French courses can complement other offerings without supplanting them; they can draw upon a broader student clientele, increasing enrollments and enriching interactions through a new "mix" of backgrounds; they can promote heightened performance, preparation and enrollments in other FL classes.

We have been able, in our small department (six courses per semester of which two are at the advanced level, serving 110 students at all levels) to integrate commercial French into our curriculum by creating individualized interest-related options within existing courses, by orienting the content and activities of the commercial courses to a broader purpose, and by combining in one class students of adequate, but mixed proficiency levels and backgrounds. Student performance and motivation for advanced study in French have increased, as have our enrollments. I shall explain below the steps we have taken to make a place for commercial French within our curriculum.

Commercial French as a language and civilization course:

Our minimum requirement for the major in French is six advanced four-unit courses, with required chronological coverage in civilization and/or literature, plus a course in advanced language (composition).

As our courses in the French of Business and Economics concentrate on current civilization from a business-economics perspective, and as they provide intensive work in the use and understanding of language to solve commercial problems, we count them as fulfilling the advanced language requirement and/or chronological coverage of the contemporary period in civilization. Thus, these courses can serve a larger clientèle without reducing the number of offerings available to our majors. Students comment that they learn more language in this course than when they study "language"; I agree. And they are provided with information, insights, abilities which heighten their performance in other courses.

Staffing:

Because Commercial French is acceptable within the French major, but can serve a broader clientèle, it is not a separate track, and does not require additional staff.

We faculty have of course had to "recycle": We have acquired expertise in the area of the French of business and economics by much reading, by auditing courses in economics, and principally, by valuable summer courses at the CCIP. I attended during the summer of 1980 an intensive seminar on French and European institutions and economics administered by Mademoiselle Renée Bouton at the CCIP, followed by a two-week workshop, again at the CCIP, on the pedagogy of Business French. A colleague took the same courses last summer; our third full-time colleague will take them this coming summer. I have since taken a one-month seminar at the CCIP ("avec stage en entreprise") and audited at the University of the Pacific an advanced course in International Economics. I expect that our growing experience in commercial French will influence the planning and teaching of our courses at all levels.

Reaching a broader clientèle:

The prerequisite of the commercial French course is four semesters of college French or equivalent. Many students at our university have the requisite background, but most of them have not been coming to our advanced courses because they were not attuned to their subject matter, and more commonly, because they believed they couldn't compete with French majors in an advanced French class; many of them were rusty, having had their last French course two or three semesters in the past. We attempted to expand access of this clientèle to our courses in two ways: 1. broadening the market by introducing commercial materials earlier in our sequences and 2. individualizing and personalizing instruction.

The School of Business had requested that we provide opportunities for their students to come more quickly into contact with career-related situations and vocabularies. We believed that our third semester courses would serve this purpose best: Enrollments are high there, but drop off quickly afterwards; many of the business students enter as Freshmen with a proficiency in French which places them at the third semester level; the third semester level is adequate for work at content, if proper materials can be made available. Not all students, however, are interested in commercial and economics materials. We chose to devise a method which would permit options for students within courses, meeting their needs and tastes, without sacrificing their general preparation (or our enrollments) in this crucial level which feeds more advanced, but less highly subscribed courses.

"Individualized" modules:

As part of my efforts at the NEH Workshop on Individualized Instruction held at Ohio State University in summer 1981 I developed two three-week modules in (modified) individualized instruction

at the intermediate level, one based upon two contemporary plays (Le Voyageur sans bagage and Huis Clos), the second upon Fontenilles' La Vie des Affaires (Macmillan, 1981). These modules were used the following fall semester - from the fourth through the sixth weeks, supplementing the grammar review, cultural texts, literary materials which remain the content of the rest of the semester. During the three week module the class was divided into two groups, "literature" and "business". Rather than our normal four meetings per week I met each group twice, "business" on Mondays and Wednesdays, "literature" on Tuesdays and Thursdays. Homework was heavier than usual to compensate for the shorter week. Lab assignments were also increased.

Students received mimeographed booklets guiding them through the materials and outlining the homework for which they were responsible. Each unit was accompanied by "sample tests" so that the students could assess their understanding before coming to class. As the entire class was conducted on a modified PSI (personalized system of instruction) basis, we had weekly mastery based testing, corrected in the classroom in the presence of the student by an advanced student proctor. Mastery was set at 90%. Students could retest twice, but received a "bonus" of two points if they reached the required level on the first test. Written homework (a Curriculum Vitae, letters, reports in the business module) was corrected by me on a Pass/No Credit basis. Materials marked "No Credit" had to be resubmitted until accepted as passing. One of my proctors in the course had been a student in the previous business course, and was thus able to review these materials for her own benefit while helping to teach and test them. She also

inspired several of the intermediate students to try the formal commercial French course. Third semester students who had completed the business module were allowed, with my permission, to enroll in the formal commercial French course (normal prerequisite: four semesters or more).

Personalizing the formal (advanced) course:

The modified PSI format of the intermediate course had been so successful that I decided to adapt it to the formal commercial course, setting up a system of points for participation, written work, tests, grading written work on a mastery basis ("Passing" or must be redone). The "points for participation" were in reality points for "prepared presence". My intention was to encourage participation by those who would have been intimidated if I had established a procedure of evaluating the quality of participation. In fact, I was surprised at the relaxed atmosphere and the productive nature of our discussions once the weight of evaluation was removed. Tests could not be repeated, and they were comprehensive (including oral testing). They covered three-week segments of the course, which was not an overwhelming span, even for the weakest of the students. The final too was comprehensive, but was based upon the unit tests, which the students kept. Numerous students who were interested in the subject, but who were timid or afraid of competing in an advanced class with FL majors, took the course, knowing that their deficiencies would not be held against them. Thus I had an enrollment mix which included students who had had three semesters of French, four semesters or more, students returning from a year in France, students who had not taken a French course for periods of up to two years. Most of the group

wanted to take the exams of the "Certificat Pratique" of the CCIP. I thus had to provide encouragement and reinforcement, while holding them all to an adequate level of performance, which explains the balance between mastery correcting and straight testing.

Content and aims:

Texts used in the course were:

Cresson, Introduction au français commercial (Didier, 1972)

Albertini, L'Economie Française: Initiation (Seuil, 1978)

Michaud, Le Nouveau Guide France (Hachette, 1982)

Lichet, Ecrire à tout le monde (Hachette, 1979)

Vigner, Savoir-Vivre en France (Hachette, 1978).

We also used documents provided by the CCIP in their Bulletins de Liaison, materials from various commercial manuals, and readings in Le Monde, l'Express, Expansion. Our activities permitted consideration of French institutions, the economy and its development since the war, Social Security, labor unions, etc. Using Howard L. Nostrand's article on French relationism ("French Culture's Concern for Relationships: Relationism", Foreign Language Annals, May, 1973, p. 469-480), Vigner, Lichet and other sources, we attempted to identify and describe elements of French culture, including its communication styles. Thus we were able to communicate more effectively through the writing of better informed letters and reports, simulation of telephone conversations, interviews, etc., using our knowledge of biases, structures and expected styles. Michaud, Albertini and our other readings provided vocabulary as well as background on the economy and institutions plus information on contemporary civilization from an economics-business

perspective. Again, the course, while practical in orientation, was also a course in contemporary French civilization with a business-economics perspective, and provided valuable work in advanced language.

Group reinforcement of written work:

We did group corrections of samples of written homework in my modest adaptation of Professor Claire Gaudiani's method of teaching composition ("French Composition Teaching: A Student-Generated Text Editing Approach", The French Review, Vol. LIII, no. 2, December 1979, p. 232-238 and Teaching Writing in the Foreign Language Curriculum, Center for Applied Linguistics, #43, 1982). As a group we discussed style, level, tone, grammar - success - of a series of sample letters, progressing to "directed" letters written by the students, and finally to "free" letters addressing a problem to be solved. One or two designated students would bring their letters to the departmental secretary one hour before the class met. She would thermofax them and prepare mimeograph copies for use in the class. The group would discuss its own productions in the same way it had treated the sample letters, analyzing them from the points of view of grammar, form, clarity, analysis of the aim of the letter and its effectiveness in serving that aim, comprehension of the possible attitudes, reactions, etc. of the recipient.

Building a sequence of courses without increasing staff:

We offer only two advanced courses per semester. The second time I offered the formal course in the French of Business and Economics three students who had taken the previous course and who wanted still more advanced work in preparation for the "Diplôme Supérieur" exams of the CCIP asked me to set something up for them.

I agreed to work with them as a teaching overload on the condition that they would be discussion leaders in the less advanced business class, leading small group discussions of readings on the economy. We thus had three levels of courses at one time, intermediate, advanced, and post-advanced, in which we used student proctors from the next higher course, providing the proctors with opportunities for review, and the students of the classes with the chance to perform orally in a more intensive but less intimidating small group situation.

Outreach:

In cooperation with the Department of Economics we have created a cross-disciplinary program in International Economics/Foreign Languages, serving our mutual interests and encouraging high student performance. Students are encouraged to double major. If they are unable to do so they may complete a concentration of specified courses in either field, a major in the other. We are now attempting to establish a similar program with the School of Business. At the Spring meeting of the AATF of Northern California, which will be held at the University of the Pacific, our theme will be "Le Français pour réussir". We shall have presentations on commercial topics and a round table discussion by business leaders on their hiring needs, and the role of FL preparation in those needs.

Conclusion:

Our first offering in commercial French was scheduled during the Winter Term 1981. Five students took the course; all took the exams of the "Certificat Pratique" of the CCIP. All passed, three with a "Mention". Three are now in graduate school. Two have found employment in international commerce (accounting and banking), partly

because of their background, abilities, and the certification the CCIP provided. Since, fifteen others have taken the exam, thirteen successfully. Two of our three candidates for the "Diplôme Supérieur" have been successful;[1] four more will test this Spring, plus a number at the "Certificat Pratique" level. We have found that it is possible to set up a commercial French program that is successful in itself while reinforcing our other offerings and increasing enrollments overall.

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1. Texts used in the highest level course included: Cummins, Commercial French, Prentice-Hall, 1982; Lentz, Le Français au bureau, Longman, 1978; Nuss, Export Marketing: French, Longman, 1979;Paton, Business Case Studies: French, Longman, 1980; Le Canada, Ministre des Approvisionnements et Services Canada, 1978.

AML 111 - printemps 1983: Français économique et commercial

Programme du Semestre

But du cours: a. initiation à l'emploi du français dans des contextes "sciences économiques et commerce".
b. acquisition de connaissances et de talents permettant de fonctionner à un niveau pratique dans un milieu d'affaires ou d'études commerciales et économiques.
c. acquisition de connaissances permettant une compréhension de la civilisation française contemporaine et sa place dans le monde selon une perspective économique et commerciale.

Fonctionnement du cours;
a. travail hebdomadaire dans Cresson; ces leçons doivent être préparées au laboratoire. Les cassettes qui accompagnent Cresson peuvent aussi être empruntées si vous voulez les écouter chez vous.
b. rédaction de documents commerciaux.
c. étude, discussion de "cas" commerciaux.
d. lectures, discussions sur l'économie française et sur le commerce.

Ce cours est organisé selon un format "modified PSI" auquel l'option P/NC n'est pas appropriée. Néanmoins, les rédactions que vous préparerez seront marquées "P/NC". Pour avoir une note dans le cours il faut refaire les copies "NC" dans un délai maximum de quatre jours et les re-soumettre jusqu'à ce qu'un "P" soit obtenu. Vous recevrez 4,25 points par jour (48 jours) pour votre participation dans la classe ("présent et préparé"). Il y aura quatre examens au cours du semestre et un examen de fin de semestre, ceux-là comptant 100 points chacun, celui-ci 200. Ces examens ne peuvent pas être repassés. Chaque examen comportera des parties "vocabulaire", "rédaction commerciale", "discussion économique", "orale".

Evaluation des étudiants:

4 examens d'une heure de 100 points chacun	= 400
1 examen de fin de semestre	= 200
"présent et préparé" (48 jours x 4,25)	= 204
rédactions (=P)	
	804 points

A = 740+
A-= 720-739
B+= 704-719
B = 656-703
B-= 640-655
C+= 624-639
C = 575-623
C-= 560-574
D+= 545-559
D = 530-544
D-= 515-529

A passing grade in the course assumes satisfactory completion of all assigned activities, including labs.

Ceux qui le désirent peuvent s'inscrire pour les examens de la Chambre de Commerce et d'Industrie de Paris qui seront donnés en mai. Un travail satisfaisant dans ce cours devrait vous préparer pour réussir à l'examen du Certificat Pratique de Français Commercial et Economique de la CCIP, ce qui mériterait la certification par diplôme de cette organisation prestigieuse.

	DEVOIRS/CLASSE	Laboratoire
2 fevrier	Introduction	
3	Lichet, 1-15, 18-36 (C.V., p. 13 et ex. p. 12, 34-36)	
7	dossier	Cresson I
8	Cresson I	
9	Vigner, 1-27, ex. 21-27	
10	dossier	
14	Lichet, 38-41; Michaud 314-319	Cresson II
15	Cresson II	
16	Vigner, 28-33; Michaud 261-269	
17	Lichet, 42-45; dossier	
21	Lichet, 46-49; Michaud 270-277	Cresson III
22	Cresson III	
23	Vigner, 76-80; dossier	
24	EXAMEN	
28	Lichet, 50-53; Michaud,278-287	Cresson IV
1er mars	Cresson IV	
2	Albertini I	
3	Vigner, 80-85; dossier	
7	Lichet, 54-57; Michaud 288-291	Cresson V
8	Cresson V	
9	Albertini II	
10	Vigner, 85-98; dossier	
14	Lichet, 64-67; Michaud 292-299	Cresson VI
15	Cresson VI	
16	Albertini III	
17	EXAMEN	
21	Lichet, 74-77; Michaud 300-307	Cresson VII
22	Cresson VII	
23	Albertini IV	
24	dossier	
vacances		
5 avril	Lichet 89-93; Michaud 308-312	Cresson VIII
6	Cresson VIII	
7	Albertini V	
11	Lichet, 94-96; Michaud 320-327	Cresson IX
12	Cresson IX	
13	dossier	
14	EXAMEN	

18 avril	Lichet, 97-99; Michaud 331, 334-336	Cresson X
19	Cresson X	
20	Albertini VI	
21	dossier	
26	Michaud 122-124; dossier	Cresson XI
27	Cresson XI	
28	Albertini VII	
29	Michaud 58-59; 147-154	
2 mai	Michaud 202-210; dossier	Cresson XII
3	Cresson XII	
4	Albertini VIII	
5	EXAMEN [illegible]	
9	Michaud 214-220; dossier	
10	Michaud 223-233; dossier	
11	Albertini IX	
12	dossier	

Examen de fin de semestre: jeudi le 19 mai, 8h.-11h., WPC 203

A passing grade indicates satisfactory completion of all assigned activities.

The University Honor Code is an essential element in academic integrity. It is a violation of the Honor Code to give or receive information from another student during an examination; to use unauthorized sources during an examination; or to submit all or part of someone else*s work or ideas as one's own. If a student violates the Honor Code, the faculty member may refer the matter to the Office of Student Life. If found guilty, the student may be penalized with failure of the assignment or failure of the course. The student may also be reprimanded or suspended from the University. A complete statement of the Honor Code may be found in the Student Handbook, Tiger Lore.

Textes: Raymond Lichet, Ecrire à tout le monde (Hachette)
Gérard Vigner, Savoir-Vivre en France (Hachette)
Bernard Cresson, Introduction au français commercial (Didier)
Jean-Marie Albertini, L'Economie Française: Initiation (Seuil)
Guy Michaud, Le Nouveau Guide France (Hachette)

Dossiers: -articles, exercices dans les Bulletins de Liaison, "Le Français Commercial" de la CCIP
-travaux inspirés des exercices de Correspondance Commerciale de O. Girault (Foucher) et de Précis de rédaction de rapports, comptes rendus, procès verbaux, notes et instructions de M. Audry (Foucher)
-articles dans Le Monde, L'Express, L'Expansion, etc.
-analyse des fiches dans D. Gueyraud, Comprendre la Vie Economique (Foucher(

AML 193a/Printemps 1983: Français économique et commercial - niveau avancé

Programme du Semestre (tentatif)

But du cours:
a. perfectionnement linguistique dans des contextes "sciences économiques et commerce".
b. perfectionnement de connaissances et talents permettant de fonctionner dans un milieu d'affaires ou d'études commerciales et économiques
c. perfectionnement des connaissances de la civilisation française contemporaine selon une perspective économique et commerciale.

Evaluation des étudiants: (chaque division représente une valeur égale = 20%)
a. 3 examens les semaines du 21 fevrier, 21 mars, 25 avril
b. 1 examen de fin de semestre
c. rédactions
d. compte-rendu
e. participation

Textes: Lentz, Le Français au bureau
Paton, Business Case Studies: French
Nuss, Export Marketing French (avec travail de laboratoire)
Cummins, Commercial French

Semaine du 2 fevrier	Cummins I, 1,2,3 Nuss I Paton I revues, journaux
7	Cummins II,1,2,3 Nuss II Paton II revues, journaux
14	Cummins III,1,2,3 Nuss III Paton III revues, journaux
21	Cummins IV,1,2,3 Nuss IVa Paton IV - examen
28	Cummins V,1,2,3 NussIVb Paton V revues, journaux
7 mars	Cummins VI,1,2,3 Nuss V Paton VI revues, journaux
14	Cummins VII,1,2,3 Nuss VIa Paton VII revues, journaux
21	Cummins VIII,1,2,3 Nuss VIb Paton VIII examen

Semaine du 5 avril	Cummins IX,1,2,3 Lentz Paton IX revues, journaux
11	Cummins X,1,2,3 Lentz Paton X revues, journaux
18	Cummins XI,1,2,3 Nuss VII Paton XI revues, journaux
25	Cummins XII,1,2,3 Paton XII Nuss VIII examen
2 mai	Cummins XIII,1,2,3 Paton XIII Nuss IXa revues, journaux
9	Cummins XIV,1,2,3 Paton XIV Nuss IXb revues, journaux

600

WHEN UNCLE SAM SPEAKS FRENCH, WHO LISTENS?: A RATIONALE FOR BROADENING THE PERSPECTIVES OF BUSINESS FRENCH COURSES

by

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A Rationale for Broadening the Perspectives of Business French Programs

During the academic year 1979-1980, the Educational Testing Service, under the auspices of the Council on Learning and with support from the National Endowment for the Humanities, carried out a survey among randomly selected post-secondary institutions in the United States in an attempt to determine what college students know about international and global problems and systems.[1] The instrument included questions on student background as well as a 113-item multiple-choice test of knowledge of world issues. The latter centered on a dozen topics, such as Environment, Religious Issues, International Monetary and Trade Arrangements, Arts and Culture, etc. In a major aspect of the study, described by John L. D. Clark, researchers sought to establish the relationship between foreign language study and the level of understanding of world issues. "It is generally accepted, both by the lay public and the foreign language teaching profession, that the study of a foreign language is of considerable positive value to the student in developing a knowledge of and sensitiveness to countries and cultures other than his or her own."[2] Surprisingly, it was reported that no support for such a hypothesis could be found in this study. In fact, the performance of foreign language majors on the test of knowledge ranked seventh out of 13, well behind majors in history, mathematics, and engineering.[3] It was further thought that results from the entire group might mask a relatively better achievement by students who were quite proficient in foreign languages. In other words, those who were studying a foreign language but had not reached a high level of proficiency might not have had sufficient access to global information, whereas those with higher proficiency would have had an opportunity to improve their global knowledge by reading direct sources in the language. Nevertheless, when the performance of those who had high foreign language proficiency was analyzed, no appreciable improvement was found. "We conclude--on the basis of those data available to the study--that there is essentially no relationship between proficiency in a modern foreign language and the overall level of 'global knowledge' on the part of of current U.S. college freshmen, seniors, and two-year college students."[4]

One possible explanation of this finding may be that the curriculum of traditional language programs has been oriented more toward literature, culture, and the arts than toward broad global issues. If, as teachers of a foreign language, we intend to broaden the perspectives of our students on world affairs, we must include in our curricula materials that provide information on those affairs.

A case in point in recent years has been the growing interest among teachers of foreign languages, especially French, in developing the capability to train students in the practical application of foreign language skills to careers other than teaching. Interest has centered around programs dealing with skills in areas such as business and journalism. The report of the President's Commission on Foreign Language and International Studies (1979) emphasized the need to upgrade training in those areas for the purpose of improving the relations of the United States with the rest of the world. More specifically, much has been said about the need to improve the position of the U.S. in world trade; recent concern at the highest levels of government has concentrated on the issue of maintaining free trade in the world market. Some indicators of the desire on the part of educators to orient training toward the world of work are the following: large turnouts at regional and national conferences on foreign languages for practical uses, including sessions at the 1981 and 1982 Modern Language Association of America Conventions; a recent announcement of the Chambre de Commerce et d'Industrie de Paris[5] shows that its summer seminar in retraining in business French has in the seven years of its existence welcomed participants from 63 U.S. institutions, ranging from Harvard University to high schools, representing 26 states coast to coast; the AATG and the AATSP have established standing committees on the teaching of foreign language for practical application.

These efforts have been undertaken, to a large extent, by people, like the present author, trained in a traditional fashion, with the primary, if not sole, orientation, toward France as <u>the</u> source of cultural activity. Certainly, this was a satisfactory way to set our sights when the goals were to lead students

to an understanding of a foreign language and a rich cultural heritage and to make a contribution to scholarship in a relatively specialized area of French literature.

The new specialization demands, however, a different perspective. For those who would offer U.S. students a view of how their country relates to other countries in practical matters, such as commerce, the point of view must include all countries of the world where the use of French can result in the establishment of fruitful relationships. The new orientation invites us to look not only at the wealth of cultural heritage but also at indicators in other areas where communication is essential, specifically in economic activity.

Since this is a new field for many foreign language educators, it would be useful to take account of the economic realities in the French-speaking world and the relation of the U.S. to it. An examination of courses, programs, and materials reported in the literature in the past dozen years shows that, with some exceptions, the approach has thus far been overwhelmingly influenced by the dominance of France. Prior to the mid-70's, the literature-civilization syllabus held sway. Since the fall of 1974, The French Review has published nine articles on the teaching of French for applied purposes.[6] Most of them deal primarily with France, with an occasional section devoted to Quebec and, sometimes, a mention of other countries where French is spoken. A search of Foreign Language Annals from its origin in 1967 to the present reveals two programs in commercial French, both based on the economic systems of France.[7] The Modern Language Journal, searched from 1965 to the present, reports one program with studies and traineeships in Belgium, as well as France.[8] It is likely, moreover, that the pedagogical hegemony of France will endure, since many of the good materials available for the teaching of practical French to U.S. students are oriented almost exclusively toward the Hexagon. (One notable exception is Patricia Cummins' Commercial French, which includes the Quebec economy.) Furthermore, the premier international certification instruments

continue to be the certificat, diplôme, and diplôme approfondi of the Chambre de Commerce et d'Industrie de Paris. Attention needs to be drawn, nevertheless, to the fact that, from the point of view of the U.S. citizen, commerce is carried on with many countries where French is a vehicular language, and the economic activity of those countries warrants study as present and possible future areas of economic interchange. This study does not need to be limited to economics, for cultural behavior inevitably impinges on economic behavior.

This article undertakes to examine the relative importance of French-speaking countries in their economic relations with the U.S., to show the level of economic activity in various French-speaking areas of the world, and to demonstrate how the study of commercial French can lead to broadened cultural awareness.

ECONOMIC TIES WITH INDUSTRIALIZED FRENCH-SPEAKING COUNTRIES

The principal areas of economic interaction between countries are investment, exchange of services (banking, insurance, transportation, etc.), and commercial trade (import/export). The ready availability of data in these different areas varies. Investment and balance of trade (import/export) figures are easy to obtain, whereas information on the exhange of services is not so available, at least not on a country-by-country basis.

Economic interaction between the U.S. and French-speaking countries is divided naturally between industrialized countries and developing countries. The level of interaction with developing countries is much less than with industrialized countries and will be discussed later.

When examining the economic interaction between the U.S. and industrialized French-speaking countries outside France (i.e., Belgium, Canada, and Switzerland), the problem that immediately arises is that the data that are readily available are reported for the country as a whole, while the French-speaking population is only a part of the total population, and in all cases it is a minority. This tends to mask the role that the French-speaking population plays in the economic relations with the U.S. We are, thus, led to make inferences based on available data, although in some cases direct statistics support these inferences and

give a foundation for firm conclusions.

As a basis of comparison and inference, Table 1 presents the population and language characteristics of the major industrialized French-speaking countries, as well as the United States.

Table 1

Population and Percentage of French Speakers in Industrialized French-Speaking Countries and in the United States in the mid-1970's

Country	Population (millions)	Percent French-Speaking	Total French-Speaking (millions)
Belgium-Luxembourg	10.22	42	4.29
Canada	23.50	27	6.35
Quebec	6.25	80	5.00
France	52.28	100	52.28
Switzerland	6.34	18	1.14
U.S.A.	218.55	<1	<2.18

Sources: Europa Yearbook 1982 (figures are from 1978)
A. Valdman. Le Français hors de France (Paris, 1979)

At first glance, considering population alone, one might feel that the importance of economic interaction would be far greater between the U.S. and France than between the U.S. and other French-speaking countries. But the reality is different.

The second and third columns of Table 2 present data on the amount that U.S. investors have placed in private enterprises in various French-speaking countries and on the income derived from these investments. If those figures are multiplied by the percentage of the French-speaking population, as in columns 5 and 6, the result is an estimate of how much investment in and income from those countries depend on the French-speaking population.

Table 2

U.S. Investment in Industrialized French-Speaking Countries 1979

Country	Investment Position	Income (in billions of dollars)*	%French-Speaking	Col. 2 x Col. 4	Col. 3 x Col. 4
Belgium-Luxembourg	6.39	0.98	42	2.68	0.41
Canada	40.24	5.52	27	10.87	1.49
France	8.02	0.98	100	8.02	0.98
Switzerland	9.70	2.00	18	1.75	0.36

*Source: U.S. Statistical Abstract, 1982

Great caution must be exercised in interpreting these figures, for they do not necessarily show a direct relationship between the language of a portion of the population and that portion's investment ties with the U.S. For instance, in the case of Canada, the level of U.S. investment in Ontario, with large automotive production, may be proportionally greater than in Quebec, where raw materials dominate. Nevertheless, since these are the data readily available, it does not seem rash to say that while the French-speaking population of industrialized countries outside France may be less than one fourth that of France, the role that these various populations play in the U.S. investment picture may be significantly greater than would be expected by numbers of people alone. For instance, the figures for French-speaking Canada in columns 5 and 6 are greater than those of France. while the sum of figures for French-speaking Belgium and Switzerland is more than half that of France.

When we turn to the balance of trade, a similar picture emerges. Table 3 presents an analysis based on imports and exports.

Table 3

U.S. Tade with Industrialized French-Speaking Countries 1979

Country	U.S. Exports to country ($ billion)*	U.S. Imports from country ($ billion)*	%French-speaking	Column 2 x Column 4	Column 3 x Column 4
Belgium-Luxembourg	5.19	1.74	42	2.18	0.73
Canada	33.10	38.05	27	8.94	10.27
France	5.59	4.79	100	5.59	4.79
Switzerland	3.66	2.09	18	0.66	0.38

*Source: U.S. Foreign Trade Annual (Department of Commerce)

The extent to which caution must be exercised in using these data may be seen in the following comparison: while the multiplier used in Table 3 for Belgium-Luxembourg is 0.42, the proportion of exports attributable to the Walloon region and Brussels for 1978 as reported by the Belgian government is about 34.[9] With these reservations in mind, it is interesting to note several things. First, the French-speaking population of Canada, while only one-eighth that of France, seems to play a role equivalent to that of France in trade with the U.S. Furthermore, the total of trade with Belgium-Luxembourg and Switzerland is on the order of one fifth to one half that of France, whereas the French-speaking population of those two areas is one ninth that of France. Moreover, by comparing exports with imports, it can be seen that the U.S. balance of trade with French-speaking Belgium and Switzerland appears to be more favorable than with France or French-speaking Canada.

In the case of Quebec, it is possible to examine more directly the level of trade with the U.S. and, using some conversions, to compare it to the figures for France. Table 4, based on statistics published by the Quebec government, shows the amount of exports from Quebec to the U.S. and the amount of imports from the U.S. in 1979 in Canadian dollars. Using the average currency exchange rate figure for 1979, the amounts are converted into U.S. dollars. In Table 5 these figures are combined with those reported by the U.S. government for trade with France and are submitted to the same conversion by relative population as above.

Table 4

Echanges commerciaux Québec - Etats-Unis en 1979

	Fonds canadiens*	U.S. Currency
Exportations chargées au Québec à destination des Etats-Unis	$7,78 milliards	$6.61 billion
Importations dédouanées au Québec en provenance des Etats-Unis	6,23 milliards	5.29 billion

$1.00 U.S. = $0.85 Can**

*Source: Bureau de la statistique du Québec

**Source: International Monetary Fund

Table 5

U.S. Trade with France and Quebec in 1979
(Billions of dollars, U.S. Currency)

Country	U.S. Exports	U.S. Imports	%French Speaking	Col. 2 x Col. 4	Col.3 x Col. 4
France	5.59	4.79	100	5.59	4.79
Quebec	5.29	6.61	80	4.23	5.29

While the same caveats expressed above should be evoked, these figures are more specific and arque more forcefully for the importance of trade with French-speaking Quebec. Another important aspect is the recent political changes in Quebec province that have given a greater importance to the French language than previously. Although it may have been possible in the past to carry out much of one's business in Montréal in English, it is becoming increasingly important to know French in order to deal with Québécois businessmen on their terms.

It should be pointed out that while the figures in the tables above are taken for one year, the relationships hold true over an extended period. The relative position of France and other French speaking countries in economic relations with the U.S. is approximately the same over many years.

The immediate implications of the above analysis for the teaching of commercial French are clear. First, if we are training U.S. students to take [illegible] positions in their country's economic interaction with French-speaking populations, we should try to give them a clear picture of the economic relationships between these countries and the U.S. Secondly, we should include in our curricula and evaluation instruments material that reflect the economic and cultural life of French-speaking regions that are of continued economic importance to U.S. trade.

ECONOMIC TIES WITH DEVELOPING COUNTRIES

An important aspect of future U.S. economic ties with the French-speaking world will be in trade with developing countries. As the economies of African countries develop, they will seek a greater access to markets in the industrialized world. Conversely, U.S. investors and exporters will be attracted to possibilities on that continent. It would be naive to predict an abundant expansion of development in that area, but there are indications that countries such as Algeria, Ivory Coast, and Cameroon are interested in increased economic ties with the U.S.[10]

This area includes some of the poorest countries in the world. In order to determine the level of relative economic activity, we can look at the Gross National Product per capita. While this statistic does not tell anything about the distribution of wealth or the purchasing power of the consumer within a country, it is, nevertheless, useful as a measure of relative economic activity. It has been shown elsewhere useful that, in comparison to other world languages, French-speaking areas have a relatively high rank in economic activity among industrialized countries, whereas, among the developing countries, those where French is spoken show a markedly lower relative economic activity compared to areas where Arabic and even Spanish and Portuguese are spoken.

Within the French-speaking world, the relative economic activity can be seen by comparing the GNP per capita of the various regions as in Table 6.

Table 6
POPULATION AND GNP PER CAPITA OF VARIOUS FRANCOPHONE REGIONS

Region (number of countries or governmental units)	Population	GNP per capita (in U.S. dollars 1978)
Industrialized countries outside France (3)	11,816,000	9,430
France (1)	52,278,000	8,416
North Africa (3)	43,498,000	938
Caribbean and South America (4)	5,526,000	646
Indian and Pacific Oceans (6)	9,589,000	551
Sub-Saharan Africa (18)	93,523,000	308

Source: Europa Year Book, 1982 (figures are from 1978)

This table shows the dramatic difference between the developed and the developing countries. But it shows also that the large population of sub-Saharan Africa provides a potential for future development. While many different native languages are represented among the people of that region, French gives access to their industrial and commercial activities.

Without going into detail about this region, it can be said that the discovery of oil has raised certain countries, such as Gabon and Ivory Coast, to an economic level that draws more interest. Furthermore, the interior countries of the Sahel region, like Mali, Upper Volta, and Chad, which have poorer agricultural possibilities and less access to world trade, are significantly less well off than their coastal neighbors.

As might be expected, the amount of trade between the U.S. and any one of these countries is at present, quite low. But, taken as a whole, the French-speaking African countries, including North and sub-Saharan Africa, account for economic interaction that is not negligible. The figures in Table 7 provide some basis for comparison.

Table 7
SOME MEASURES OF ECONOMIC RELATIONS BETWEEN U.S. AND AFRICA (1979)

U.S. Direct Investment in Developing Africa (all but South Africa)*	$3.03 billion
U.S. Income from Investment in Developing Africa (all but South Africa)*	1.30 billion
U.S. Exports to 24 French-Speaking African Nations**	1.58 billion
U.S. Imports from 24 French-Speaking African Nations**	6.67 billion

*Source: Statistical Abstract of the U.S.

**Source: U.S. Foreign Trade Annual (Department of Commerce)

The first two statistics, Direct Investment and Income from Investment, are substantial but include all countries of the continent, exclusive of South Africa. Nevertheless, if the figures were reduced by half, to account for those areas where other colonial languages (English, Portuguese, Italian) dominate, and compared to those in Table 2, it would be seen that U.S. investment in French-speaking African countries is not far behind that in Switzerland and income from investments is better than that from Belgium or Switzerland. Similarly, by comparing the figures for

imports and exports with those in Table 3, the relative importance of the African bloc in U.S. trade with French-speaking countries becomes apparent; U.S. exports are similar to those to French-speaking Belgium and Switzerland, and U.S. imports are on the order of those from France and French-speaking Canada. It must be kept in mind, however, that 80% of the imprts listed in Table 7 are attributable to oil-exporting countries.

CULTURAL PERSPECTIVES

The question of the cultural value of becoming aware of the importance of U.S. economic relations with various French-speaking countries is vast, to say the least. To take a salient example, in the area of political science alone, students would inevitably compare the U.S. system with a variety of other systems. They would see how the quasi-socialism of Quebec exists in constant tension with the federal government of Canada. They would learn that the monarchy and Catholic religion in Belgium are the main factors unifying a nation of two widely divergent linguistic groups. They would see how Alpine geography makes the cantonal governments of Switzerland more important than the federal government. They would see a range of governments in Africa, including monarchy, socialism, dictatorship, despotism, and civil war.

In his book The Cultural Environment of International Business, Vern Terpstra analyzes the aspects of culture that export-oriented business people must take into account if they want to be successful in communicating the attributes of their products to people of other nations.[12] The first chapter is devoted, as one might expect, to languages. Few language teachers would argue with the primacy Terpstra thus gives to languages. For the uninitiated, however, it is necessary to point out that an essential prerequisite for effective communication with potential customers from a foreign land is an awareness that their language has an idiomatic character that often reflects profound cultural differences. Terpstra and others have shown numerous instances, many of them amusing, some tragic, of a mistaken impression given by the faulty translation of an advertisement from one language into another.

The next chapter of Terpstra's book, placed in ranking order of importance, is about religion. Through ignorance of the religious customs and beliefs of a country, the prospective exporter may miss the opportunity of appealing to certain cultomers or run the risk of offending them. In this regard, it is important to note that in the Educational Testing Service study on global knowledge of college students, of the thirteen subject areas tested, the one in which all groups were weakest was Religious Issues.[13] This may not be very significant if our students were to limit their scope to the industrialized French-speaking countries, where judeo-christian religions dominate. But if they wanted to deal with developing countries of Africa, they would encounter animism (ancestor worship). In West Africa and North Africa, they would have to be aware of Islam. In the latter case, this might mean not expecting to do business on Friday, especially in the morning, when the devout Moslem is attending a sermon. More important, it would involve understanding that since the charging of interest is forbidden by religious law, the Moslem banking system must have a basis of operation other than what we understand as credit.

While it is not suggested that the commercial French curriculum attempt to cover the broad areas of interest implied in studying the cultures of French-speaking countries, it is, nevertheless, incumbent upon us to introduce to our students the range of possibilities that exist for economic and cultural relations of the United States. It would seem short-sighted to neglect them.

CONCLUSION

The training of American students who aspire to play a part in the international trade carried out between businesses in their country and those in the French-speaking world will be deficient unless it takes account of the important economic ties that link the United States to areas such as Quebec, Belgium, and Switzerland and of the possibility for increased economic relations with

developing countries in North and West Africa. It is time to make the economic systems and cultures of these countries an integral part of the curricula and testing instruments for programs and courses in business French. The primary aim of these courses is, naturally, to develop language competence in a specialized area, but language has to have something to say. The content of courses at the intermediate and advanced levels is of considerable significance. Without seeking to emulate the thoroughness of courses in geography, history, political science, international economics, or international marketing, which properly belong in other departments, business French courses need broader perspectives which include countries that are of importance to the United States economy today or that may be of increased consequence in the future. Furthermore, the inclusion of various other countries will require exposure to a diversity of different cultures, which can only lead to a better understanding of our own way of life.

EASTERN MICHIGAN UNIVERSITY

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BUSINESS FRENCH AFTER SIX YEARS:

A SUCCESS STORY

by

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BUSINESS FRENCH AFTER SIX YEARS

-A success story-

In 1976, Eastern Michigan University became the first North American Center to prepare students for the Diploma in Business French from the Chamber of Commerce and Industry of Paris (C.C.I.P.)[1]

Encouraged by the success of these students, the Department of Foreign Languages launched a comprehensive program in Language and International Trade at both graduate and undergraduate levels, in French, German and Spanish.

Between Fall 1976 and Winter 1982, 76 students took our Business French courses given in two semesters but I will limit my sucess story to our former students recipients of the Diploma of Business French of the C.C.I.P.

Among 46 students of the 53 who took the examinations, 16 were full-time High School teachers enrolled in Graduate School to keep their teaching certificates up-to-date. Given that our university is surrounded by three other large universities within a radius of 20 miles, we asked for the reasons of their selection. The questionnaires they completed on this subject indicate that the Business French program promoted by colleagues, former students or by our visits to High Schools attracted them because:

1. The Business French courses offer an upper-level of study of modern French (vocabulary, grammar, oral expression) as well as a continually up-dated course-work documentation on the political and socio-economic aspects of French life. It is a civilization course

with a linguistic, commercial and economic orientation.

2. Teachers, realizing that students are foregoing language studies because certain parents believe them to be a waste of time, wish to show that, on the contrary, the knowledge of a foreign language is an edge against competition in the search for a job. These teachers have made a concerted effort to incorporate business French vocabulary in the 4th year High School curriculum. The main obstacle to the rapid development of such a program seems to be the necessity of team-teaching with colleagues who are not trained to teach the subject. The establishment of official programs at this level is met with a certain degree of resistance.

Among the 30 other holders of the Diploma, 21 were candidates for careers in business or industry and 12 found jobs which did not require a knowledge of French. These students, like their competitors no doubt, had taken courses in Business. It can be assumed that their knowledge of Business French gave them a certain superiority over other candidates for the desired positions.

At last, I will speak of the nine individuals who are employed by firms which require an excellent knowledge of business French techniques and a good business background. These former students all received their C.C.I.P. Diploma with honorable mention or very honorable mention. They all worked toward an M.A. or a B.A. in International Trade or a B.A. with double major in Business French and Management, Marketing, Accounting or Finance. In addition, certain of these students, thanks to our exchange program, studied at the Ecole Supérieure de Commerce

of Paris, Rouen or at the CERAM at Sophia Antipolis (Valbonne) and did an internship of several months in a French firm.

Let us now move to a few success stories.

1. Ernest DEMARSE. Class of 1978, spent 6 months at the Ecole Supérieure de Commerce de Paris (Sup. de Co.) and interned for 3 months at the Compagnie Générale de Surveillance (a large international concern) in their Frozen Food Division. His internship thesis is entitled: Market Study for Frozen Food and Deep Frozen Products. His research necessitated an elaborate survey of French ports and their refrigerative installations. This study was presented in English translation at our Undergraduate Symposium in 1979. At the end of his internship, Ernest was offered a permanent position with his firm which he had to turn down in order to return and complete his B.A. at E.M.U. Shortly afterward, he entered Ford Motor of Canada, LTD as Sales Analyst. Since then, after two promotions, from Fleet Analyst in the Leasing Department he became Field Manager for a territory which extends from Toronto to Ottawa and along the St. Lawrence River. An excellent company performance review has led him to hope for the position of Division Field Manager at Montreal or Quebec. After two years of High School French and four years of French at University level, with a program of business studies and specialization in Marketing and Management, he is making a rewarding career for himself. He frequently receives a new Mercury-Marquis and has his own expense account.

2. Jacqueline NINCIC. Class of 1980, entered Renault S.A. in Detroit that same year as a secretary-translator. After 8 months, Management

sent her for an internship at the Boulogne-Billancourt plant (near Paris) and upon her return she was promoted to Assistant for Economic Studies. Last July she became Administrator Renault Contracts. She draws up equipment contracts between Renault and A.M.C. and oversees their execution (arrival of and payment for equipment.) She is in contact with the departments of accounting, finance and engineering. She also negotiates the transfer price of imported vehicles (R5, R8, Fuego) and is in daily contact with France. She travels occasionally to Kenosha, Wisconsin where the R 8 Alliance is in part manufactured and assembled. If she wishes, she can return to the University for further specialization at Company cost. I should add that her native language is French since she was born in Brussels.

3. Mary GAUTHIER, class of 1980 also started out as a secretary at Renault-Detroit and was promoted to the position of Price Analyst for French and American parts. From Renault, she moved to A.M.C. as Production Control Specialist. This entails preparation of production control document which lists past sales and predicts future sales, which then determine factory production and car inventory levels. The Company has twice sent her to France and she has travelled extensively in the United States on Company Business. She has participated in training seminars offered by A.M.C. particularly in the area of computers, and she is continuing her university studies in view of becoming an engineer at Company expense. She began her French studies in High School.

4. Let's move on to Carolyn WILLIAMS, also class of 1980. She entered Chausson Trading Company in 1981 as Administrative Assistant and was given a 15% raise in salary after one year. She is in charge of the secretariat, accounting, translating and control of international traffic (imports, exports, customs.) She travels for the firm and visits Kenosha, Wisconsin for contacts with A.M.C. The French group Chausson which originated with the family enterprise Chausson-Frères near Paris, manufactures heat exchangers (such as radiators) and air conditioning condensers. They also produce car bodies and entire cars. Chausson Trading Company implanted itself in Detroit one year ago and Carolyn has an interesting future thanks to her hard work, an excellent knowledge of French Business practices and a well-developed sense of organization. She is trilingual and speaks German fluently.

5. Lisa ROGERS-LEE, class of 1980, entered Bloomindale in New York as a Trainee Assistant Buyer. Because of her husband career plans she was transferred to the Boston Store in Milwaukee where she was promoted Branch Sales Manager. She hopes to become Buyer for Europe next year.

6. Jeanne WROBEL-KESHISHIAN, class of 1981. Jeanne spent 6 months at the Sup. de Co. in Paris before going to the Régie Renault in Billancourt (near Paris) for her intership. Her thesis is entitled: The Social and Economic Issues of Robotics. This work was presented at the C.C.I.P which bestowed upon her the newly creatd Advanced Diploma of Business French at Master's level with Honorable Mention.

Upon her return to Michigan she was hired by Rapid-Charge Corporation, a concessionary of Frigofrance established only a few months ago in Detroit. She , like Carolyn Williams, is Administrative Assistant and is involved with marketing, sales and translations. She has traveled in the United States for the Company and will be sent to Paris. She receives a commission on sales , has an expense account and has the opportunity to go to the Nantes Headquarters for recycling. One of her admirers remarked that "RapidCharge will have a Vice-President with red finger nails!" I met Jeanne in my Beginning French class, first semester, five years ago. Her paper on Robotics was presented at our Undergraduate Symposium last March, in English.

7. Among our former interns, I would like to cite Peg TROTZKE, High School teacher, class of 1981 who studied at CERAM, near Valbonne and did an internship at the newspaper Le Progrès in Lyon. Her thesis entitled Le progrès and Computers examines the problems created by the rapid introduction of computers into a large group of journalists. Upon her return, she also entered Renault in Detroit but a serious automobile accident forced her to limit her activities. She teaches part-time.

8. A surprising case is that of Lucy BUXTON, class of 1981, who, after having studied at the Sup. de Co. in Paris did her internship at the Orfèvrerie Christofle, rue Royale in Paris. There she prepared and excellent market study destined to the New York subsidiary, only to discover that the academic world was her true calling. She must be an excellent High School Teacher given her fluent French and her knowledge of Business practices and Parisian life.

9. I also will mention the case of three natives of the Ivory Coast who, after studying English in the Merchant Marine for 4 years in Canada, came to Eastern Michigan University to obtain their M.A. in International Trade and a Diploma in Business French from the C.C.I.P. Two of them, Mr. COULIBALY and Mr. FADIKA did an internship in France before returning to Abidjan. I don't have any recent news.

Currently enrolled in our Exchange Program, Debra SWANBROW class 1982, is starting her internship at La Régie Renault, after 3 months of studies at the Sup. de Co. She is working in Advertising and doing research to write her internship thesis on European Advertising of mid-priced Renault automobiles.

Finally, Lisa OLTMANNS, class of 1982 is only a Junior. She is currently studying at the I.U.T (University Technological Institute) in Caen (Normandie) thanks to a Rotary Club Scholarship. In June she will begin a 3 months internship in Caen and enter the Sup. de Co. in Paris in the Fall. She will then start a second intership either in Paris or in Caen. She is in the process of writing a thesis begun at E.M.U. last summer and entitled: The Implantation of a French Firm in Michigan, U.S.A. This paper was read in English by one of her friends at our Undergraduate Symposium in March. Lisa will be the second of our students to attempt the Advanced Diploma of Business French at Master's Level and to go to Paris to defend the thesis at the C.C.I.P. She plans to go into banking.

In conclusion, if about two thirds of our former students were able to find a job in Michigan despite the general economy and the automobile economy crises, half of them are assured of a career in international business. The highly selective nature of the C.C.I.P. examinations offer a guarantee of their knowledge of French Business practices and current French economy, while their general business education was assumed by our accredited Business School. It is hoped that the other Centers of preparation for the C.C.I.P. Diploma (more than 50 in the U.S) will keep themselves informed of the activities of their former students in order to confirm to the administration of our High Schools and Universities the well grounded value of these studies. The need for persons with Foreign Language skills in conjunction with Business School training has been well documented in a 1982 survey of employers in Michigan and nearby states.[2] The results of this survey, the positions obtained by our former students and the work of my colleagues in German and Spanish anticipate a wider success story.

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Footnotes

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COMMUNICATING WITH THE PURVEYORS OF HAUTE COUTURE: FRENCH FOR FASHION DESIGN AND MERCHANDISING

by

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FRENCH FOR FASHION DESIGN AND MERCHANDISING

In May 1981, the president of Kent State University announced to the community-at-large that a major gift, estimated conservatively at five million dollars, but with a potential value that goes far beyond its intrinsic worth, had been made to the University by New York City fashion magnate, Jerry Silverman, and his principal designer and partner, Shannon Rodgers.

Mr. Silverman, a native New Yorker, after graduation from Harvard Law School, worked in a New York City law firm as a trial lawyer. There, he often represented clients in the fashion business. In 1938, he left the law, and joined Martini Designed, a fashion firm specializing in cocktail, dinner, and evening clothes; two years later, he became a vice president of the firm.

After a four-year stint in the Army, Mr. Silverman resumed his work with Martini Designed, where not long after his return, he interviewed and hired an army veteran named Shannon Rodgers. In 1959, they formed their own firm, Jerry Silverman, Inc., which became known internationally as one of the leading manufacturers of better ready-to-wear women's clothing. For twenty-four years, Silverman and Rodgers held a position at the top of their industry--an industry where the life expectancy of a firm is only seven to nine years.

Mr. Rodgers is a native of Newcomerstown, Ohio, and is a direct descendant of Jonathan Chapman, known as "Johnny Appleseed." During his youth, he divided his time between the family farm near Newcomerstown, and the family home in Cleveland Heights. His artistic studies began in Cleveland at the Cleveland Center of Art. He worked in theater design

at the Community Playhouse, and was encouraged by the sculptor, Richard Gregory, to go to New York City.

In New York, he worked for the Bergman Studio, and the costumes he did for the play "Warrior's Husband," starring Katherine Hepburn in one of her early roles, so impressed Cecil B. DeMille that he hired Rodgers for his "Cleopatra." Ultimately, the designer worked with most of the major studios in Hollywood. Then war intervened, and following a five-year tour of duty, Rodgers returned to New York, rather than Hollywood, met Jerry Silverman, and their business was launched.

During the past twenty years, Rodgers has been amassing an extraordinary collection of period costumes. His collection forms a comprehensive survey of fashion as it has changed from the early 18th Century to the present, and includes not only costumes but paintings, objets d'art, and antique furniture.

This spectacular gift from Messieurs Silverman and Rodgers, enhanced by matching funds obtained from private donors and corporations across the country, will allow the University to do two things: (1) to expand its current academic major in fashion design and merchandising into a new and independent School of Fashion Design and Merchandising, patterned after the Fashion Institute of Technology in New York City; and (2) to establish a Costume and Fashion-related Museum, which will be not only a source for student study, but also a full-fledged museum for the instruction and enjoyment of the public.

Both of these projects are already well underway. A Steering Committee for the new School of Fashion (which will be housed under the College of Fine and Professional Arts) has been named, and is working industriously. A Search Committee was set up to find an appropriate

director for the school, and just recently, Mrs. Gladys Toulis of the Pratt Institute in Brooklyn, was named to that post, and will assume her position on July 1st.

Plans are underway to revamp Rockwell Hall, the original Kent State Library building, to house the museum. Rockwell is probably the most gracious building on the campus. With its ornate cornice work, high ceilings, massive columns, marble stairs and railings, and beautiful wood paneling, it has the elegance to provide a perfect setting for the rare and precious items included in the Silverman-Rodgers gift.

In the meantime, the gradual, but steady, transfer to the University of these exceptional pieces has begun. They include an extraordinary collection of irreplaceable period costumes and accessories, jewelry, hangings, silver, china, and--as mentioned above--objets d'art, rare paintings, and antique furniture, gathered over many years from all over the world, and often exhibited. For example, the exhibit on "The 18th-century Woman" held at the Metropolitan Museum of Art last year, contained many costumes belonging to Mr. Rodgers which will eventually be on display in the Kent State museum. The entire collection is now housed in New York City--on display in several museums, spread throughout the various homes and apartments of the donors, and in warehouses.

In connection with the transfer of these articles to Kent State, another event of considerable magnitude has just taken place: Stella Blum, curator of the Costume Institute at the Metropolitan Museum of Art, and the person responsible for staging the fascinating exhibit on "The 18th-century Woman," has accepted the post of Curator at our Fashion Museum. After many years at the Metropolitan, her willingness to come to the Midwest to take charge of the Silverman-Rodgers collection can

only underscore the importance of the treasures these two men have offered to us.

The above background, I hope, will have illustrated for you the need for our department's newly-instituted course, "French for Fashion Design and Merchandising"--which I have developed and am currently teaching.

My own involvement began in the autumn of 1981, when my chairman, Dr. Douglas Radcliff-Umstead, asked me if I would make plans to offer, during the fall semester of 1982, an intensive course on "French for Fashion Design and Merchandising." Having just read, in the French Review, the interesting article by Dr. Benjamin Ebling and his colleague in merchandising on the "French for Fashion" mini-course at Western Michigan, I was quite amenable to Dr. Umstead's suggestion. In addition, I was well aware that such a course fit nicely into the series of pragmatic courses which our chairman has instituted since coming to Kent State six years ago--courses like Business French, Business Spanish, Spanish for Criminal Justice, and French for Travelers.

To prepare the ground for the course, I spoke first to our Dean of Fine and Professional Arts, and our fashion design and merchandising professors, all of whom were most enthusiastic. I wrote a description of the course, attached it to a simple questionnaire where the students could express their interest in the course, and had it distributed to the students in the design and merchandising program. We were very encouraged when I received a positive response of 75-80%. My next step was to talk to the Dean and Department Chairman at The Fashion Institute of Technology in New York, who also were very supportive and urged me to go "full speed ahead"--as did Ben Ebling at Western Michigan,

when I telephoned him to learn more about his mini-course. Ultimately, in this first year, when the students in Fine and Professional Arts have no language requirement whatsoever, twelve excellent, and highly-motivated, students signed up, and have continued throughout the year. Next year, no doubt, the class will be a bit larger, since there will be a general education requirement in effect for all areas of the University.

What I did not realize when I agreed to develop the course was the magnitude of the challenge I had accepted: ultimately, I was to teach basic French to Fashion Design and Merchandising majors who had had no previous instruction in the language, and at the same time, aid them in learning specialized vocabulary, which would be useful to them not only in everyday situations in France but also in special instances where they would be dealing with the haute couture fashion houses, with fabric designers, and the purveyors of all kinds of fashion-related accessories for both men and women.

After hearing some of my prospective students, in their initial interview with me as they signed up for the course (the instructor's permission is required), speak of "howt koter" (for haute couture), I became more determined than ever to give these future fashion executives, boutique owners, photographers, or artists, a very firm grounding in French phonetics. Consequently, the first thing I did was to teach them the phonetic alphabet, and give them daily practice in transcribing into phonetic symbols simple, one-syllable words, which I would dictate to them.

Next, I settled on a set of basic "expressions courantes," dealing with greetings, introductions, self-identification, nationality, formulas of politeness, telling time, and days and dates. I presented these to the students, and accompanied each with a phonetic transcription.

Gradually, their oral dictations became more extensive, consisting of words of several syllables, or even an entire short sentence like "Je suis américain" o: "Il est onze heures."

Quite soon, I added to these basic French phrases, some very simple units dealing with specific fashion terms. For the first one, I gave them Rodier catalogues. For each item in an outfit, I asked them: "Qu'est-ce que c'est"? (in French, both written and oral, and in phonetic script), with the answer given in the same manner: "C'est une jupe, ce sont des gants", etc.

Even in the early stages of the course, I found extremely useful the simple ads from French and American fashion magazines. For example, one particular magazine had a series of about ten pages on Yves St. Laurent, each page listing his name and picturing one product: linge de maison, parfum, beauté, maillots de bains, etc. These, too, I presented to the students, giving them at the same time a phonetic transcription of the words. To back up this visual material, audio cassettes were made, so that each person could listen to and practice at home what we had worked on together in class. The students picked up the terms very quickly, and were able not only to pronounce them beautifully but to spell them as well.

For the concepts of basic French grammar, which I introduced only after several weeks of the above-described introductory material, I have employed handouts, with explanations of grammar, illustrations of usage, and exercises for practice. In as many instances as possible, I have incorporated into the exercises, and into our daily oral give-and-take, as much fashion terminology as possible: designers' names, parts of the body, pieces of clothing and their separate parts, i.e. collar, sleeves, hem, border, descriptive terms applied to clothing

(long, narrow, wide, snapped in the back, etc.), names of fabrics, and names of perfumes and their purveyors. All of these have been illustrated with material from French and American fashion magazines, so that the students are not just learning vocabulary words, but are dealing directly with the object. In addition, each one of these special design and merchandising units has a cassette to accompany it, made by a French native.

One thing that I have tried very hard to do is to keep the focus of the course clearly in sight by introducing some special feature on fashion each week, so that the students do not feel bogged down in "ordinary" French and its grammar rules. Among the special features which I will be using to wind up the course are the following: 1) original dialogues, illustrating fashion-related situations in France--each dialogue presented to the students in both oral and written form in class, and on a cassette as well; 2) a slide presentation entitled "From Head to Toe," showing various fashions, and accompanied by a commentary in fairly simple, but specialized, French. After viewing this, the students will be asked to present their own fashion show, either modeling clothes or using magazine material, but in any case, with comments in French.

We have recently begun "reading" units, again derived from French fashion magazines--Vogue, L'Officiel, Marie-Claire, Elle, Dépêche-Mode. These, of course, are not long articles--the students are not sufficiently advanced for that--but rather the commentary which accompanies an ad, or a fashion layout. It is fascinating to see how the students' knowledge of the fashion industry enables them to guess correctly as they peruse the ads.

By the time we reach the end of the year, the students will have studied the regular verb tenses, and most points of grammar, and I would expect them to be able to get along on a basic level should they go to France, and to manage especially well if they were speaking with someone in their own field, who would show a certain amount of patience, and not shower them with rapid-fire French. In the future, of course, we hope to offer a two-year French sequence for the School of Fashion Design students, and eventually, there will probably be similar courses in Italian and/or Spanish.

In summary, I would like to say that this has been an exhilarating experience, although one which has often kept me up far into the night. There has been a tremendous amount of work involved in developing this course, but in the end, it has been worth all the trouble. To see students so highly motivated has been a great joy. When I meet them elsewhere on campus, or in town, they always speak to me in French. Many of them are planning to go to France as soon as is possible; one young man even left for Paris in December!

There are two points I would like to stress particularly: obviously, Kent State is very fortunate to have received such a generous gift from Mr. Silverman and Mr. Rodgers, enabling us to found a School of Fashion Design and Merchandising; and our department has been in the forefront in cooperating with the new school, which, I believe, is both to the school's advantage and ours. However, it is not mandatory that a college or university have a multi-million dollar School of Fashion in order to offer its students a course of this type, and at the same time give its own language department a boost. I am certain that students in any fashion design and merchandising program--no matter how small--would

be thrilled to take a course like this one. The mystique of the Parisian haute couture is unassailable and ubiquitous. Even among our French majors, I have rarely seen the eagerness to embrace France, its culture, and its language, that is apparent among these students. Again and again, they have told me and my chairman that this is their favorite course.

Consequently, I would urge any French Section to put a similar course into its curriculum, if at all possible. Should your school try such a course, I believe you will be very pleased with the results.

Finally, I would like to speak in favor of the pragmatic course, no matter what its related subject might be--business, fashion, or a different area. I am sure that students in art, architecture, art history, and music might be very interested in learning a language if it were directly and consciously related to their particular field and would prove of practical use to them. As an example in one of the fields mentioned above, at Kent State, there is a program in Italy for the architecture students; one of our Italian professors gives them an intensive Italian course before their departure each year. It is a huge success. It is up to us--all of us--to think of new ways to bring the language we each teach to the forefront, and to make it useful to young people, a skill which they can take pride in acquiring and incorporating into their lives.

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PRACTICALITIES AND EVALUATION:

A COURSE IN BUSINESS FRENCH

by

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"Practicalities and Evaluation:
A Course in Business French"

Westminster College introduced the interdisciplinary major in International Business in 1977. The program was conceived by the Chairman of the Economics and Business Department during the course of a January travel seminar he had conducted overseas in 1973. At that time he had become acutely aware of the cultural and informational gap between his students and the foreign business people they visited. He returned from this trip with the vision of a cross-cultural program designed to prepare American business graduates to be more culturally aware and more competitive overseas.

Over the next few years, three departments that had had limited, and not always friendly, contact in the past--Economics and Business, Foreign Languages, Political Science-cooperated to develop a fully integrated program. As a result, the Business French, German, and Spanish courses on our campus were created in response to the need for communication skills, rather than as a "last gasp" effort to stabilize a crumbing language enrollment. They are not for students who have only a passing familiarity with the language; units on commercial vocabulary are often included in the intermediate courses for that purpose. Instead, they are primarily for students in the international program who follow a regular sequence of courses in business, political science, and language. These students normally enter the business language course in the Spring term of the Junior year; simultaneously, they enroll in advanced business courses such as Marketing, International Trade, Business Organization, etc.

The language offerings are not the typical "commercial language course" usually discussed in contemporary pedogogical literature. They are more difficult in content and in level of language. In fact, one of my best

students informed me that Business French was the hardest course she had taken at Westminster. Consequently, there is a minimum prerequisite of two years of college language (or the equivalent) plus a term of conversation. Beyond the basic units of correspondence, commercial vocabulary, and business transactions common to most commercial language courses, the students discuss the economic and political situation of the foreign country as well as national business practices and attitudes. Certain practical aspects are built directly into the course that reinforce what is learned in the basic business component.

Today I intend to describe both these practicalities and the evaluation process which continues until the student graduates. The course itself consists of four structural components: 1) an introductory unit dealing with the French economy, demographics, and geography; 2) an intensive unit on commercial correspondence; 3) individual and group textbook work (which involves the bulk of class time); and, 4) individual projects which support and supplement the classroom work. I will discuss each of these briefly in turn. In addition, I will describe several factors external to the course itself but which are intended to further the cross-cultural experiences of the International Business major. Finally, I will explain the evaluation process which ties the Business French course to the entire program through the means of a senior competency exam and a certificate of linguistic competency.

Mauger's Français Commercial provides the primary textbook for the course--a text which is suited more to advanced students of business and French than to beginners in either field. The initial chapters include introductory material on the French economy which serves also as the basis for discussing geography, demographics, politics, quality

of life, etc. Most of the audio-visual materials developed for civilization courses adapt easily to this purpose; in fact, the Civilization course has served as an excellent bridge between the conversation level and the Business French course. We spend the first week easing into more technical vocabulary and topics by means of what is familiar--the culture.

The next unit takes 2 1/2 - 3 weeks and deals with the forms of business correspondence. During this time students are bombarded with salutatory and closing formules those elaborate French sentences of politeness--as well as with the numerous forms letters can take. Since I'm sure we all cover about the same material I'll only mention that the bibliography that was passed out includes references works from which many of the examples come. The students continue to write letters throughout the 14-week term on a variety of topics related to the text material.

Most of you are familiar with the structure of Francais Commercial--questions and answers geared to a specific aspect or area of business; essay subjects; vocabulary and grammar exercises; sample correspondence geared to the chapter topic followed by assigned letters for the students to write. This is difficult material which required extensive preparation on my own part before I first taught it and it can involve a high level of frustration for the student. Thus, this is an area for group work and discussion. I supplement a lot with examples from French businesses and use the overhead projector or handouts extensively. The students trade phrases from their letters written for class analysis. This textbook work continues throughout the rest of the course since it covers the major business areas and provides ample points of comparison and contrast with the American business system.

But one of the most interesting aspects of the course, both from

student and teacher viewpoint, is the projects component. One third of the course grade depends upon preparation of a portfolio dealing with a specific French company operating in France, the U.S., or both. These students have already analyzed American businesses in their other classes; now they have to use their French to accomplish the same purpose. Initially, this involves writing letters in French to various companies to obtain basic information such as annual reports (in French) and information on products. It also requires learning certain practical facts, such as how to obtain International Reply Coupons (which isn't always an easy matter in a rural western Pa. town). This can be a rewarding or frustrating process. One student received a direct phone call response from the New York affiliate of BIC; another was sent some 50 informational articles and promotional brochures by Perrier. Others have obtained nothing, not even a negative response. Eventually, the students have to become familiar with the chosen organization's structure, objectives, strategies, history, operating procedures, and financial stituation in order to submit a written evaluation of the company and to make a formal presentation to the class. This is followed by a promotional campaign (complete with brochures, posters, charts and samples) to sell the product or service offered by the chosen company. I have been enticed by Air France packages, lured by Club Med, reassured by Michelin that my family is safe on the best tires, and regaled with Perrier and lime. The Cointreau presentation fell a bit flat due to the fact that New Wilmington is a dry town and alcohol is a strong "no no" on campus.

Another project beginning early in the course requires the students to prepare a formal curriculum vitae in French. The oral part of the final

exam then involves a job interview for a hypothetical position based upon the qualifications contained in the vitae. These interviews are conducted in French by native speakers whenever possible and by the instructor and/or colleagues otherwise. In passing, I might note that these have convinced several so-called "applicants" to utilize the services of the Placement Center more extensively.

In sum, the outside projects prove both interesting and informative for all of us, though they require considerable work.

During the term I supplement our discussions whenever possible with field trips to local companies--banks, manufacturing firms, department stores. Even the post office has served a useful purpose. The students summarize these visits in French, applying the vocabularly learned in the book. We then discuss the visit as a group in order to find any points of comparison and difference. In addition, whenever French-speaking businesses or personnel appear in our area, I invite them in to be interviewed by the class and usually arrange some kind of a social dinner in gratitude. Otherwise, the students report on careers seminars or meetings of the Business Awareness Club.

The Business French course probably differs from other such courses mostly in the level of linguistic and business difficulty since it is aimed at the advanced student of International Business. Specifically, the goals are for the student 1) to assimulate the practical French vocabulary of business (banking terms, the stock market, monetary exchange, etc.); 2) to develop conversational skills in order to comprehend and negotiate in basic business situations; 3) to acquire, to the extend possible, knowledge of another culture and of the sociological differences which might affect international business relations, and 4) to become

familiar with the accepted forms of written communication in the target language.

Two other factors external to the course itself have been designed to further the cross-cultural experiences. Westminster College follows a 4-1-4 schedule with students enrolling in a single course during the month of January. This has facilitated the development of January term travel seminars to all parts of Europe, Africa, South America, and Russia. Since the three departments participating in the International Business program--Economics and Business, Foreign Language, and Political Science--offer more such courses than any other departments and since students earn a course credit for the trip, the travel seminars attract many students. Whereas the academic focus on the trips differs, the cultural exposure remains invaluable. (For example, my trips emphasize history, art, and cultural differences, whereas the business trips emphasize foreign and multinational business aspects and intercultural differences.)

In addition to the trips, we encourage the international business majors, as well as all our students to consider a semester overseas. Given the heavy course requirements for the major, such students usually find Fall of the Senior year most feasible. The program at Toulon under the auspices of the Institute for American Universities allowed one student to follow up an internship with Mellon Bank in Pittsburgh by a second one at a correspondent bank in Toulon.

That leads to the third external factor--internships. Until recently, most of our language internships were in education, though we have had students interning in France and Switzerland. Our effort now is on expanding the program overseas.

Another element that reinforces linguistic competency in the business

field comes during the Senior seminar--the capstone course for the program. Students choose a research topic concerning a country or countries where their target language is spoken and prepare an independent student project to be written in both English and French (or Spanish or German). Presently, one of my former students is studying the effects of nationalization on the French banking system. The materials which she has received from the Banque de France alone should keep her busy for quite awhile. Since, in most cases, students write the paper first in English, the French version gives them further insight into the art and difficulties of translating from one language to another. We don't require perfection obviously. The primary linguistic concern at all times is communication with as much accuracy of content, grammar, and style as possible. Without the preliminary business language courses, these projects would be nothing more than a mere exercise in term paper writing. As it is, they form the basis for extensive discussions with the Business Department moderator, the Language Department consultant, and anyone else who can provide input and assistance.

The final component external to the business course itself--competency evaluation--links the course to the purpose of the entire program. Since the normal sequence provides for students to take the Business Language course during the Spring term of the Junior year, the competency exam in the same language is taken during the Fall term of the Senior year. Rather than a simple retesting of specific linguistic skills learned in the course, this exam is based upon practical business situations, requiring translations, summaries of articles and letters, and interpretation of data. Examinees are placed in the hypothetical situation of working for an American company--in some specific area, such as banking, marketing, etc.--and told that management is waiting for their analysis of the material in order to make important decisions. An ability to analyze the tone of original

correspondence is therefore expected at this point. In addition, the student must reply in the target language to official correspondence.

Since, in most situations, employees would have a deadline for providing the information, but also access to reference materials, examinees are given one week to complete the lengthy exam and are told they may refer to any source they wish except a native speaker or a French instructor.

After a student has successfully completed the rigorous exam, a written certificate of the appropriate competency level is prepared and send to the student's permanent record in the Placement Office to be included with all materials sent to potential employers. The evaluation is based upon the standards of the Foreign Service Institute--a scale of 0 (no knowledge of the language) to 5 (native speaker). This is an example of the certificate format. [overhead] As you can see, there is no mention of courses taken. This is strictly an evaluation of the student's ability to perform linguistically in the specialized business setting. Copies of the competency exam, certificate of linguistic competency, and the final paper are maintained in both the Economics and Business files and those of the Foreign Language Department. Formal approval by all 3 departments--including Political Science--is then required before students can be recommended for graduation with the major in International Business.

It should be obvious by now that the program is difficult and the controls stringent. We did not create the Business Language courses in the hope of attracting hordes of new students--in a school of 1,500 where international affairs presently count for less than the weekend social events, this would be highly unlikely. Moreover, since the International Business program began in 1977, administrative problems have caused several difficulties and prevented the necessary marketing of the program both on and off campus. These matters are under study (and hopefully in the process

of change) right now. But it is clear that such a cross-culture program has potential for success. A major in Business Administration or Economics is considered as much of a liberal arts major as is Political Science or Sociology. Given the predisposition for interdisciplinary studies and the already existing resources within the three different departments involved, little "selling" of the program's benefits and little reorganization of curriculum were necessary . For individual professors, the business language courses and the International Trade, Finance, and Marketing courses did require considerable preparation, but the links that have been forged between the Business and Foreign Language departments in particular have more than justified that effort. The experiment has been underway for four years, and thus far, it appears that it is a marriage not merely of convenience but of true minds.

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A TWO-TIERED APPROACH TO THE TEACHING OF BUSINESS FRENCH

by

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A Two-Tiered Approach to the Teaching of Business French

(Paper presented by James Beaudry at the Eastern Michigan University Conference on Foreign Languages for Business, April 7-9, 1983)

From the outset it would be well to forestall any misunderstanding of the title of this paper. It does not refer to a course which was thought up, structured and organized to be a two-tiered course before it was offered. Rather it represents a response to a concrete situation in which, given the student body enrolled, it was deemed expedient to try to structure the course in such a way that it would address and engage two groups of students with quite different levels of backgrounds and skills in French. While most of the material of the course was directed to all the students, some activities and exercises were assigned to only one or to the other of the two groups.

The course in question was offered in the fall semester of 1982 at Indiana-Purdue University in Indianapolis. The School of Liberal Arts at IUPUI is basically a commuter college with a large contingent of students who work part-time or full-time. Accordingly, there are many courses offered in the evening so these people can attend. The course in Business French was one such course. It met once a week for two hours and forty minutes--a three-credit course--for fifteen weeks. Numbered F251, it is a course designed for intermediate-level students: students in second-year French with some background in business or students at the third-year level in French. While this was the second time I had offered the course, it was the first that a significant number of students in the class had a background in French markedly above the level for which it was intended. There were three fourth-year French majors with excellent oral/aural proficiency in French--one was a native French Canadian and the other two

had spent at least a year in France. There were also four graduate-level students with B.A.'s in French (one with an M.A.) who had enrolled in this course because no such course had been offered to them in their undergraduate years. They were seeking personal enrichment by taking something new in French while at the same time trying to preserve their oral/aural proficiency. Only six of those enrolled in the course were in fact intermediate-level students. All told, there were thirteen students, not counting two auditors.

The problem created by such an enrollment was how to challenge the more proficient group without losing the intermediate-level students.

A new text in Business French, done by an American for American students, had just appeared on the market and had been chosen for the course: Commercial French by Patricia Cummins. Although it was not specifically designed to deal with a multi-level approach, it could, it seemed to me, be adapted to a two-tiered approach without too much difficulty. At the end of the first section of each chapter there is a series of exercises intended to help students review French grammar. This basic grammar review applied to business terminology contains references to a succinct grammar section found in one of the appendices. This set of exercises and the accompanying grammar I assigned only to the intermediate-level students. I agreed to meet with these students twenty minutes before the regular class began to go over the exercises with them. They were not required to be there ahead of the regular class. They were told they could write out the exercises and turn them in at the beginning of the class if they chose to do so, and this choice was clearly indicated to them in the assignment sheet. On this point it appears that memories are short. Practically all of the students in question chose to meet before the regular class, but at the end of the course, on the questionnaire they were asked to fill out, the majority felt that they had

been required to meet before the others and that this requirement had been unfair to them. There was simply no perception that the teacher had been more generous with his time to them than to the others or that they had gotten more for their money than the others.

Only the advanced students, on the other hand, were asked to prepare the discussion question which appears at the end of the first section of each chapter. The section was first presented in the class before the discussion question was debated so that students would have some familiarity with the vocabulary and concepts being discussed. While the intermediate-level students were not sufficiently fluent to carry on discussions in French, they were nonetheless able for the most part to follow the discussions carried on by the advanced students. This discussion at the very beginning of the class provided a useful review of the basic concepts presented in the previous class. In general, the advanced students found this exercise useful, although two of them commented in the questionnaire that the questions were too heavily weighted toward one answer so that they left little room for discussion. In defense of the text on this matter, it is only fair to point out that it was written for third-year French students and the discussion questions were no doubt intended to get students to express themselves in simple French on rather uncomplicated questions. Moreover, some of the questions did succeed in engaging the interest of the advanced students to a significant degree. When, for the course's two exams, the advanced students were asked to write out their answers to the discussion questions, not all of them ended up choosing the same answer.

Everything else in the course was done by both groups of students: reading and answering questions based on the text in French, translating sentences from English to French, answering multiple-choice questions based

on the readings of the second and third sections of each chapter and writing business letters.

A word or two about the organization of the course seems appropriate here. I chose not to follow the order of the text for two basic reasons. Since my class met only once a week, I would have been confronted with having to lecture the same night on topics as disparate as the French Stock Exchange and French Industry and then of having to come back and discuss another aspect of French Industry on some other evening. It seemed more reasonable both for me and the students to deal at once with all the facets of a topic in one class if that was possible. Perhaps even more significant was the fact that the order followed by the text did not appear to me to be an organic one. Having taught a previous course in Business French which used the Mauger-Charon text, I found it more logical to present the topics dealing with the political and economic geography of France in the beginning of the course before getting into the nitty-gritty of the more technical aspects of French commerical language viewed from the perspective of a French firm. While this rearrangement of the text entailed some inconveniences, like not having seen some vocabulary presented in an earlier chapter or students being forced to look each week at the syllabus to find out what to read and study, all but two of the students--one at each level-said that they preferred the organization of the course to that of the text.

The half-dozen sections dealing with business correspondence were grouped together to fit into one class meeting and one-half of another. This was done in the interest of economizing time but also to enable students to focus on different kinds of correspondence at the same time. The students were allowed to choose two different types of business letters from among the kinds presented to write variations on.

In deciding how much French to use in class in presenting new material, I had to keep in mind that two of the students had had only one year of college French and several others hardly much more. Accordingly, I used quite a bit of English at the beginning of the course, gradually increasing the dosage of French as the course progressed. When difficult material had to be dealt with, like effets de commerce, I resorted to English. The intermediate-level students were encouraged to bring up questions on items they had not fully understood in the reading they had done for that class or in the previous class presentation when we met to do grammar exercises before the regular class. While all the advanced students thought the mix was about right, one of the intermediate-level students thought too much French was used and a second said she would have felt ill at ease asking a question in English on a topic just presented in French.

In keeping with the amount of work done separately by each group, twenty percent of the mid-term exam was allotted to the grammar part for the intermediate-level students and the same percentage to the discussion question turned in by the advanced students as part of their exam. As half the class had expressed the desire of taking the Paris Chamber of Commerce exam for the Certificat Pratique in Business French, I tried to model the final exam as far as possible on the written part of the CCIP exam. There were forty multiple-choice questions dealing with French commerce and drawn for the most part from past CCIP exams. This part counted forty percent of the exam. The students were given a choice between two distinct contexts from which to compose a business letter, as in the CCIP exam. That counted for twenty percent. The translation part was from English to French only and counted for ten percent. For the reading comprehension part a more difficult text was chosen for the advanced students--though both texts were

taken from old CCIP exams. Two of the advanced students commented after finishing the exam that the oral comprehension proved to be the most challenging part. In determining the final grade for the advanced students I gave greater weight to the reading comprehension (twenty percent) than to the discussion question they had turned in before taking the exam. The intermediate-level students were allotted twenty percent for the grammar part (taken the week preceding) and ten percent for the reading comprehension.

In the questionnaire the students filled out just before taking the final exam, I told them that I was considering allowing the mid-term to count for twenty-five percent of their final grade, class participation (which included work on grammar for the intermediate-level students and discussion participation for the advanced students, as well as translation work, correspondence work and work in class for all) to count for twenty-five percent and the final exam to count for fifty percent. I asked them to comment on this arrangement. All of the advanced students thought it was fair enough although three of them said they would have preferred to have more tests or see more weight given to participation. Among the lower-tier students one opposed this arrangement and a second had some reservations about it.

Judged pragmatically, the two-tiered approach did not prove to be very successful in one respect. Three of the six intermediate-level students dropped out along the way--for one reason or another. One was an honor student who received a C in the mid-term exam and was obviously afraid of not getting the kind of grade she was accustomed to. A second student discovered she had taken on too many responsibilities that semester and simply could not keep up with the work. The third person was so irregular in class attendance and handing in work that she obviously had her attention

on other things. In the questionnaire I asked the remaining students the following question: In your view is it because of or in spite of the two-tiered approach that these three students dropped out? All seven of the upper-tier students replied that it was in spite of the two-tiered approach, some commenting that the lower tier would not have been able to participate actively in the discussion questions and that allowing twenty percent of their grade to come from grammar review, which was both useful to them and something they could cope with, should have been an encouragement to them.

The lower-tier students, on the other hand, unanimously attributed the withdrawal of these students to the two-tiered approach. I must confess that initially I was befuddled by their answer. It finally dawned on me that they understood the question quite differently from the others. For them the two-tiered approach connoted the presence of advanced students in the course, and they were suggesting, I believe, by their answer that the pressure of being in the same class with many more advanced students simply outweighed the accommodations made to them in the two-tiered approach. One of the students openly stated that she would have preferred to see the advanced students excluded from the course. The problem with the solution, of course, is that without them the course might well have been dropped. From my own viewpoint, I believe the lower-tier students who continued in the course were actually stretched to achieve more than they otherwise would have in a more conventional setting. In fact, two of them received B's and the third a C.

One of the features of the IUPUI campus is that rarely are two classes in French beyond the first-year level alike. Consequently, there is not much likelihood that the situation of last semester's enrollment in F251 will repeat itself. Moreover, a second course in Business French at the

the fourth-year level is now pending approval. Still, if a situation like the one described at the beginning of this paper were to recur, I would have no hesitation about adopting a two-tier approach again, while perhaps giving more attention to soothing the fears and apprehensions of the lower-tier students. If an analogous situation presents itself in your institution, I would not hesitate to recommend adopting a two-tier approach.

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COURSES IN TRANSLATING AND INTERPRETING TECHNIQUES AS A COMPLEMENT TO PROGRAMS IN FOREIGN LANGUAGES FOR BUSINESS

by

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COURSES IN TRANSLATING AND INTERPRETING TECHNIQUES AS A COMPLEMENT TO PROGRAMS IN FOREIGN LANGUAGES FOR BUSINESS

In this paper I shall primarily focus on our own experience at the University of Illinois--Urbana, and will attempt to give a rationale for courses in translating and interpreting techniques as a nobilis ancilla to our program in Commercial French Studies within the framework of the Bachelor of Arts curriculum.

The idea of courses in translating and interpreting is anchored in the awareness that students in this program option need to be prepared for the kind of real-life situations that they are likely to be confronted with in a job with an export-import firm, bank, travel agency, airline, public service agency, etc., in order to function effectively in a bi- or multilingual environment. From my own experience in multinational business and as a former graduate of a well-known school that specifically prepares individuals to assist in facilitating communication among people of different linguistic and cultural backgrounds, it seems to me that skills in both written and oral translation would be an important facet of a young person's training for a job in a company involved in international business. Indeed, the monolingual boss who receiv a document in French would want to know what it says within a minimum amount of time and would expect that his/her own message be rendered to his/her equally monolingual counterpart abroad as accurately as possible. And in case of a non-English speaking visitor or one whose English is fair enough

for a daily chit-chat but who feels more comfortable in the mother tongue when discussing matters going beyond inquiring about health and family, this same monolingual boss would need someone to establish accurate communication.

Most students on the advanced undergraduate, and even graduate levels have little experience in written, let alone oral translation. What little translation experience they have had is most likely limited to the kinds of disconnected sentences you still find in textbooks, the kinds of sentences that may serve to review the vocabulary and structure of a given lesson but otherwise have little to do with the kinds of translations that would be encountered in a job situation. They are generally unaware of the demands of translation because they are not accustomed to confronting the native and target languages, no matter how skilled they may be in both. In order to translate with reasonable ease and speed, grammar and vocabulary will have to be learned anew, so to speak, certainly in relation to a given text. The course work will, therefore, have to include the acquisition of a rather large, <u>active</u> vocabulary in various fields such as economics, political science, diplomacy and international affairs, finance, and law, which really amounts to building a personal lexicon. Students also must learn where and how to find words and expressions necessary to translate texts particularly into the target language in order to avoid mistranslations.

While theoretical considerations on translation, such as defining semantic fields and contexts, problems of syntax, levels of language, etc., are helpful and should be dealt with also, I doubt whether a thoroughgoing study of such excellent manuals as Vinay & Darbelnet's Stylistique comparée du français et de l'anglais (Paris: Didier, 1975) or Georges Mounin's Les problèmes théoriques de la traduction, (Paris: Gallimard, 1963) which supply excellent theoretical background, to be sure, would really help the student cope with the practical task of translating a sufficient number of texts which, after all, is the purpose of our course and should, I feel, be the goal of any course in translating techniques as opposed to the theory of translation. Thus, I suggest that theoretical problems be presented only in reference to a given text, the accent remaining on the training of its best and most efficient rendering into either source or target languages.

There are many ways to skin a cat, so they say, and there are certainly many good ways of translating a text. Rather than imposing a certain translation on them, I let students suggest as many ways as possible for rendering a passage intc either English or French. If your class is large, it is advisable to divide it into two sections, preferably at the same hour, with two instructors assigned to it, one for translation into the target language and another for translation into the source language. As to texts, we have used newspaper and magazine articles and editorials of a political and economic nature drawn from

Le Monde, L'Express, Newsweek, The Economist, The New York Times, to name a few.

The general goals of the course, then, are the following: 1. to enable students to acquire the basic skills of translation; 2. to make them practice these skills on a number of texts of varying difficulty and subject matter (excluding scientific and literary materials), and 3. to provide them with the means necessary to the practice of translating in likely job situations.

Following the course in translating techniques, we offer students a course in interpreting techniques. Like the course in translation, this one is also required of those who follow the Commercial French program. Its purpose, like that of the course in translation, is to give students a specialized skill, a tool, if you will, which they are likely to use in business or government service. Though similar on the surface, the skills involved in translating and interpreting are quite different in reality. While both require a rather sophisticated level of linguistic and subject matter competence, more than that is required of the interpreter. The translator confronted with a written text has a reasonable amount of time to render the original as faithfully as possible into the target language. The interpreter, on the other hand, has virtually no time to look for the best translation and must decide on the spot what and how to render into the target language what is being said in the source language. Furthermore, in addition to a solid general education and a good

knowledge of the cultural contexts in which the languages he/she deals with are spoken, the interpreter should also be quite au courant of happenings in the world in the political, economic, scientific and literary arenas, lest he/she should be thrown off balance by an unexpected reference to some topical event reported in last night's paper. This, of course, is a big order and difficult to require of a senior who has to worry about grade point averages and graduating on time.

We do not claim to train conference interpreters. We do not train students in simultaneous translation either, simply because we do not have the necessary installations, nor the required staff. Our course is limited to consecutive interpreting that a liaison interpreter would be likely to do between businessmen in connection with commercial transactions or the kind that escort-interpreters hired on an ad hoc basis would do when foreign visitors come to the U.S. under some kind of State Department or other official sponsorship, generally in informal settings.

The emphasis in the first half of the course is on note-taking. So far students have been accustomed to render a written text into the source and target languages; they now have to learn that the technique of interpreting is an entirely different one. The student must free him/herself from the language of a given text (written or oral) and concentrate on the ideas expressed rather than on the words in which the text is couched. In taking notes, the student must learn to isolate and to marshal the

ideas and arguments expressed by the speaker rather than concentrating on the flow of words in which these ideas are clothed. That is why shorthand is discouraged because it is based on the word rather than the idea. The taking of good notes and the ability of reading one's notes is the cornerstone of interpreting. For this phase of the work we use Rozan's La prise de note en interprétation consécutive (Genève: Georg, 1974) which gives the student some basic principles of note-taking techniques, so that he/she may then work out a system of his/her own. Why a system of one's own? Note-taking being essentially a mnemonic device, no two people have the same memory which means that some people need less of a crutch than others. We also do a great deal of memory work in the initial phases of the course. For instance, we may read a paragraph or two to students and then ask them to reproduce it, first in their own language and later in the target language without taking notes. We also ask them to practice retention and note-taking at home. Students who take their work seriously often team up for this kind of exercise. In taking notes we particularly urge that the student not write consecutively, i.e. take notes horizontally, but rather vertically, reserving a separate line for each idea expressed. The greatest difficulty students have is the linking and ordering of ideas and the ability to reconstruct them while utterly divorcing themselves from the words in which these ideas are couched.

Once we have finished Rozan, we devote full-time to interpreting exercises, recreating some of the situations in which students may be likely to use this skill. Whenever possible, the course is given by two instructors well-versed in both English and French who also act as role models: e.g., one taking the role of a reporter and the other that of an interviewee or impersonating two businessmen negotiating a contract. We often prepare dialogues based on a topical article incorporating statements by prominent U.S. or foreign officials. The final examination, for instance, recreated a board meeting at some imaginary bank at which a monolingual French bank official took part, thus requiring the proceeding to be translated from and into English.

It has been said repeatedly of late that there has never been a time when knowing a foreign language was more important to Americans than it is today. The international orientation of American business is on the increase, and I submit that the young person with good language skills and familiarity with cultures and mores other than his/her own will not only have an edge in competing for a job but will also reap the rewards of those who are able to think and communicate in an international context. And I also submit that with the internationalization of our society, the need for translators and interpreters will increase.

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THE C.C.I.P. ADVANCED DIPLOMA IN BUSINESS FRENCH: PEDAGOGY

by

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"THE C.C.I.P. ADVANCED DIPLOMA IN BUSINESS FRENCH"

-PEDAGOGY-

Since 1976, the preparation of some 70 students to the C.C.I.P Advanced Diploma in Business French has been acoompanied by an evolution of teaching methods based on a correct usage of the language adapted to business needs.

Our Business French courses are taught for a sequence of two terms to 4th year and Graduate students.

PREPARATION -3 years of French at E.M.U. or equivalent and the two following courses:

I- French Syntax. Text. Pensée et Culture. J. L. Darbelnet, New York: Charles Scribner's Sons, 2d. ed.

This course is the key to student's preparation for composition at an advanced level, for the writing of business letters and for translation from English into French. It is not a grammar review but a comparative study of French and English modes of expression. The translation process advocated consists in giving a French form to ideas rather than translating sentences literally. The habit of bypassing English words to reach the desired meaning is to be acquired. Structures and idiomatic expressions are stressed in the course at a different level of language used for interractions with administrations and enterprises. French as spoken by natives is not sufficient to deal with business situations and commercial techniques. This is the raison d'être of our Business French classes.

II- Advanced Conversation. Text. Quand les Français parlent. Santony & Rey, Rowley, Mass., Newberry House, 1975.

This text has not been up-dated which is unfortunate because it presents the class structure and the dynamics of French society. It is

an excellent introduction to topics studied in depth in Business French classes such as: Demography, Social Classes, Labor Unions, French Industry, French Agriculture, the University etc... Students learn a large quantity of vocabulary and idiomatic terms. They also prepare oral presentations on a regular basis in order to illustrate a specific topic. This synthesis of printed material prepares students for the Oral portion of the C.C.I.P. examinations. For a small price ($ 4.00) students receive Le Journal Français d'Amérique through class subscription and each week the main articles andespecially the French Economy column are discussed after presentation assigned in alphabetical order.

The two courses I just described are required to enter our Business French classes, at undergraduate and graduate levels.

PREPARATION TO THE FIVE EXAMINATIONS LEADING TO THE ADVANCED DIPLOMA IN BUSINESS FRENCH.(Written)

I- THE BUSINESS LETTER

The writing of Business letters requires the acquisition of a specific vocabulary and of a certain style. The letter must be well organized and its tone must vary with its aim. But it must remain polite and psychologically sound. Its goal is to keep a client or to gain one. But if the goals are the same in French and in American businesses, the transactions are not expressed in the same way.

Two excellent methods of writing business letters already exist in this country. Claude Le Goff describes hers in The French Review, Vol 56, No 2, Dec. 1982. She also gives examples of the type of letters students

are sked to write for the C.C.I.P. examinations. She distinguishes between commercial letters and business letters. Commercial letters can be easily reproduced and adapted by a word-processor while business letters require skills in analysis, synthesis, diplomacy, an organized mind and a conciliatory attitude. Her students create a fictitious enterprise and write letters concerning their needs. This palliates the tedious correction of a large number of similar letters as can be experienced in such a class.

Another method, advocated by Denise Guback, is the presentation of model letters concerning one particular business transaction from start to finish. Indeed, there are many ways to start and many ways to finish, even in jail!

I mix the two methods and add oral translations of the best letters in order to illustrate once more the differences in business attitudes between the two countries.

Grading. Positive factors: Creativity and original ideas, presentation and language skills, humour when needed.

Negative factors: Mediocrity of expression and intent. Poorly organized text. Anglicisms. Sloppy presentation

II. FRENCH COMPOSITION

As a culmination of the Syntax course mentioned above, students research French publications to write two to three pages résumés of articles pertaining to class lecture themes. These assignments duplicate one of the tasks offered to students by the C.C.I.P, who can choose between three subjects. Since in the other two subjects students must rely on their own

knowledge, I require short essays based on class lectures for mid-term and final examinations. I grade equally on content and composition skills.

A. Student preparation:

1. Literature studies. Two courses in Literature from Medieval to Contemporary are required from our Majors in Business French. Explications de Texte and psychological analysis are stressed. We do not use a "Survey of French Literature" approach but instead we study unabridged texts when feasible, or Les Petits Classiques Larousse. We feel that a literary backgroung is indispensable to an educated person and that it facilitaes cultural comprehension so needed in interraction with other people whether it be in Business Frenen or Anthropology. The French are justly proud of their Literature and Molière and La Fontaine are quoted in the Bulletin of the C.C.I.P.

2. Contemporary Culture. I lecture for a minimum of an hour per week in my Business French classes. These lectures are based on a general outline established by the Department of Education of the C.C.I.P.
The teaching of these courses require constant revision and up-dating so that only current material is presented to students. Students are assigned essays from these sources for their mid-term and final examinations.

B. Instructor preparation:

Literary backgound. Usually Ph.D in French Literature or Linguistics. Retraining at summer seminars abroad or in the U.S. and intensive courses offered by the C.C.I.P. in Paris.

C. Student participation.:

1. Students take notes in French. I use the chalkboard extensively. Their notes must be clear since much of the material must be mastered for Mid-Terms and Finals.

2. Oral presentations. They consist of the synthesis of articles selected by the instructor in correlation with the lectures' themes. Articles are selected from: L'Expansion, L'Express, Le Point, Le Monde, The Economist of London, The Wall Street Journal, Europe, Atlas, U.S News & World Report etc... Students take notes and are responsible for the material presented by their peers. They have ample time to ask questions after oral presentations.

III. DICTATION

We allow 15 minutes for dictation per 3 hours of class. This exercise permits verification of aural comprehension, phonetics and grammar. Dictations are chosen to reinforce the commercial vocabulary introduced in the assigned lesson. That vocabulary is also found in Larousse's Vol. II (The red book) from which I take many dictations. This permits students to correct their own mistakes according to the grading system published in the Winter 1982-83 Bulletin of the C.C.I.P. I also choose dictations from the Bulletins and for the same reasons. Students admit that they learn much more from the self-corrected dictations than from corrections made by the instructor. Of course, I spot scheck their grading. This method affords me reassurance that my students read the Bulletin closely.

The dictation also allows for:

A. A grammar review.

B. The correction of pronunciation and rythm as students read paragraphs after the instructor.

C. Oral translation in English with class participation. This is very useful as a preparation for the oral portion of the C.C.I.P examinations.

D. Reinforcement of the method of translation advocated in our Syntax course: translation of ideas rather than literal translations of sentences.

IV. COMMERCIAL FRENCH QUESTIONAIRE

Texts. Le Français Commercial, Volumes I & II, Larousse.

Vol. I contains the techniques and vocabulary of Business French. It is the easiest part of the course to teach. It is very abstract and students are required to memorize the 6 to 10 questions/answers paragraphs offered in each lesson. Students admit that they don't mind memorizing as long as they know that it has a purpose. It is not rare to find that the whole class scores 100% in the weekly quiz as it is an easy way to gain points. There are 15-20 questions of commercial French in the Mid-Term and Final examinations. It is sometimes necessary to clarify and explain some of the lessons' items a week before the quiz and the Instructor must be able to rely on more advanced material such as A. Rapin, Cours de Commerce, Paris:Dunod.

V. ENGLISH-FRENCH TRANSLATION

The "thème" involves the transformation of ideas expressed in English into the French form of these ideas. We continue working with the prin-

ciples acquired in the French Syntax class already mentioned. Translations are written in class to avoid the temptation of a dictionary and corrected immediately in order to arrive at the best possible translation. I obtain good results from small groups translating sessions. Emphasis is put on "avoidance strategies" such as the paraphrase .

VII. ORAL EXAMINATIONS

As already mentioned by M. Cartier, the Jury is composed of five members. Our Jury includes a bilingual automotive engineer, the President of the Alliance Française of Ann Arbor, and three Faculty members.The occasion is rather formal for American students who have never been exposed to lengthy oral examinations in a foreign tongue. They usually look very proffesional for the occasion.

Each member of the jury is responsible for one specific examination and sees each candidate in turn. Duration: 1 hour 1/2 to 2 hours for each candidate.

The oral examinations reflect the pedagogical approach already described: oral expression, synthesis of articles followed by a discussion, oral translation and an excellent knowledge of commercial French since 5 to 10 questions will be asked on this subject.

VIII. TYPE OF PUBLIC

A. Students seeking a career in business or industry.

1. Double-Major, or Major/minor in Business French and Marketing/Management/Finance/Economy/Accounting/Computer Science.

Possibility of participating in the E.M.U. echange program and to do an intership in a French business firm.

2. Majors in Language and International Trade: 60 hours of preparation in History, Geography, Business and French (12 hours at 400 level and above for courses in Business French preparing students for the C.C.I.P Diploma.)

3. Master's Degree in Language and International Trade in cooperation with our Business School.

B. Students seeking a teaching position as well as the Diploma of the C.C.I.P. Majors in Business French or candidates to an M.A in Language and International Trade can obtain a Teaching Certificate if they have taken the required course work in the School of Education.

C. In-Service teachers needing extra graduate work to up-date their teaching certificate.

CONCLUSION

Our pedagogical approach is based on the early training of students for a specific goal which cannot be accomplished by an instructor alone. It requires team work and long range planning and preparation. To this effect the three instructors responsible for our programs in Business French and in French for International Trade have done post-graduate work in a field new to them. This recycling of our faculty has allowed our curriculum to start as early as the second year of French.